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ABSTRACT

This is the second edition of the 1972 publication of the same title. The Program Classification Structure is a set of categories and related definitions that allows its users to examine the operations of a postsecondary education institution as they relate to the accomplishment of that institution's objectives. It is a logical framework for arraying information in a hierarchical disaggregation of programs. The structure suggests that nine major programs are carried out by postsecondary institutions in pursuit of their objectives: instruction, research, public service, academic support, student services, institutional administration, physical plant operation, student financial support, and independent operations. This publication explains the structure and acts as a guide for its application. (MSE)

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Program Classification Structure

Second Edition

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Program Classification Structure

Second Edition

Technical Report 106

Douglas J. Collier

1978

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Preface

Many educational institutions and state- and national-level agencies have made good use of the first edition of the *Program Classification Structure* since it was published in 1972. In the past five years, however, changes have occurred in the higher-education community that point strongly to a revision of the original structure. First, the nature of planning and management in colleges and universities is different now from what it was in the late 1960s and early 1970s—particularly with respect to planning in a steady-state environment rather than one of rapid growth. Second, the community itself no longer comprises collegiate institutions exclusively; instead we talk now of "postsecondary" education, which encompasses the educational activities of colleges, churches, businesses, labor unions, and myriad other entities. The second edition of the *Program Classification Structure* is intended to serve this evolving postsecondary-education community.

Acknowledgments

The second edition of the *Program Classification Structure* represents the efforts of many individuals. Perhaps it is most appropriate first to acknowledge the influence of Warren Gulko and those who worked with him in developing the first edition. This second edition is an extension of their efforts and an attempt to revise the first edition for a changed post-secondary-education environment.

In developing the second edition of the *PCS*, the NCHEMS staff has drawn upon a diversity of organizations and viewpoints, often involving them in the development process in a formal way. The revision of the Instruction program, for example, was guided in large part by a task force representing the Coalition of Adult Education Organizations. A committee of the Association of American Medical Colleges aided considerably in the development of the two patient-care-related subprograms of the Public Service program. In addition to these formal developmental efforts, numerous individuals and organizations reviewed drafts of the structure and provided their input to the NCHEMS staff. The author wishes to acknowledge the major role these individuals played and to thank them for their efforts.

Finally, special thanks are extended to Dennis Jones, Clara Roberts, and Mike Hardesty, who provided considerable assistance in the development of each of the drafts of the structure, and to Linda Smith for her patience and help throughout the project.

Introduction

In January 1972, the National Center for Higher Education Management Systems (NCHEMS) published the first edition of the *Program Classification Structure*.* It represented the culmination of more than two years of effort in which representatives of all sectors of higher education worked to develop a programmatic framework for looking at higher-education activities. The first edition of the *Program Classification Structure (PCS)* was something of a landmark in higher-education planning and management, in that it served as both a common language and as a starting point for "program-oriented" planning and management. Program-oriented planning and management focuses attention on the *objectives* being served in carrying out an activity or expending resources. (By contrast, organization-unit-based planning focuses on the unit itself rather than the purposes for which the unit operates.) Such an objective-based planning and management focus is particularly important in postsecondary education, where institutions exist to attain objectives related to instruction, research, and public service. Therefore, postsecondary education has made increased use of such techniques as program planning, program budgeting, and program evaluation. Since its introduction, the *PCS* has been either adopted directly or adapted for specific purposes by hundreds of higher-education institutions, by many state-level planning agencies, by most federal-level educational-planning agencies, and by institutions in several foreign countries.

*Warren W. Gulko, *Program Classification Structure*, NCHEMS Technical Report 27 (Boulder, Colo.: Western Interstate Commission for Higher Education, 1972).

WHAT IS THE *PCS*?

The *Program Classification Structure* is a set of categories and related definitions which allows its users to examine the operations of a postsecondary education institution as they relate to the accomplishment of that institution's objectives. Specifically, the *PCS* is a logical framework for arraying information in a hierarchical disaggregation of *programs*, in which a "program" is defined as an aggregation of activities serving a common set of objectives. The *PCS* suggests that nine major programs are carried out by postsecondary education institutions in pursuit of their objectives (see figure 1):

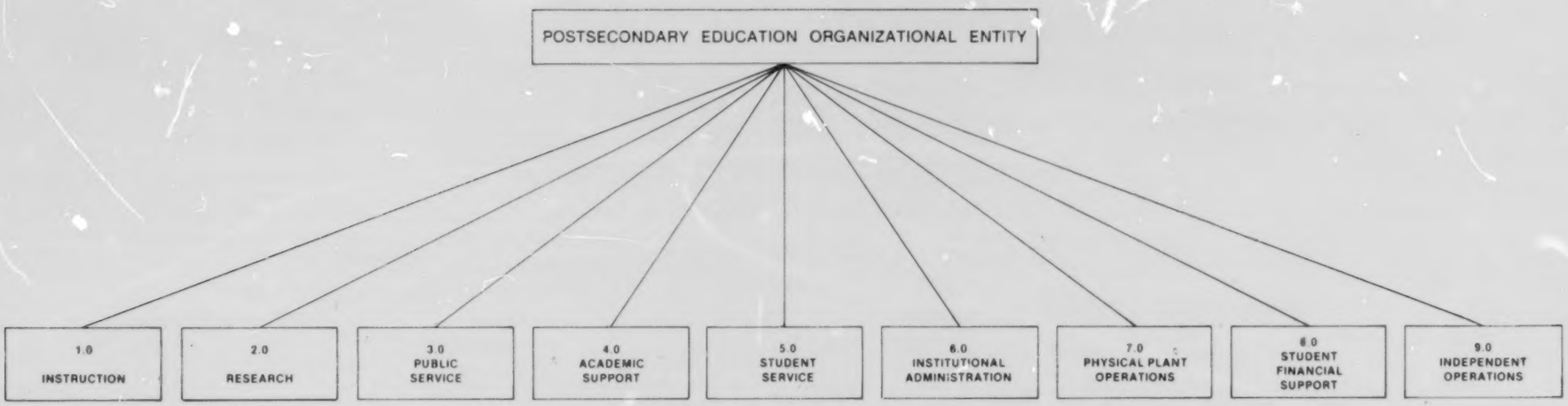
1.0 Instruction
2.0 Research
3.0 Public Service
4.0 Academic Support
5.0 Student Services
6.0 Institutional Administration
7.0 Physical Plant Operations
8.0 Student Financial Support
9.0 Independent Operations

The information that may be communicated through the use of the *PCS* format includes information about the organization's personnel, facilities, activities, and so forth. The assignment of activities to the various categories within the *PCS* should be based on either the *primary intent* or the *actual intent* of the program element. The first edition of the *PCS* stipulated that the assignment of activities and resources to categories should be made on the basis of "primary intent" (i.e., the basic purpose or primary reason for carrying out the activity). This criterion suggests that if an activity supports multiple objectives, the primary objective should be identified and the activity classified accordingly. However, a more exact program-classification procedure would use the criterion of "actual intent." This criterion requires that when multiple objectives are supported by the same activity, the classification procedure should allocate the activity appropriately among all of the actual objectives served by the activity. The second edition of the *Program Classification Structure* recognizes either criterion as appropriate for the classification of activities and resources. In one sense, the use of "actual intent" represents a more refined and concise picture of the programmatic utilization of resources, but either criterion will result in *program information*.

The lowest level at which activities and resources are classified in this edition of the *PCS* is by *type of activity*. This is a departure from the first edition, in which the classification scheme was disaggregated in the following manner:

Figure 1

REVISED PROGRAM CLASSIFICATION STRUCTURE



1.1 General Academic Instruction (Degree-related)
1.2 Vocational/Technical Instruction (Degree-related)
1.3 Requisite Preparatory/Remedial Instruction
1.4 General Studies (Nondegree)
1.5 Occupation-related Instruction (Nondegree)
1.6 Social Roles/Interaction Instruction (Nondegree)
1.7 Home and Family Life Instruction (Nondegree)
1.8 Personal Interest and Leisure Instruction (Nondegree)

2.1 Institutes and Research Centers
2.2 Individual or Project Research

3.1 Direct Patient Care
3.2 Health Care Supportive Services
3.3 Community Services
3.4 Cooperative Extension Services
3.5 Public Broadcasting Services

4.1 Library Services
4.2 Museums and Galleries
4.3 Educational Media Services
4.4 Academic Computing Support
4.5 Ancillary Support
4.6 Academic Administration
4.7 Course and Curriculum Development
4.8 Academic Personnel Development

5.1 Student Service Administration
5.2 Social and Cultural Development
5.3 Counseling and Career Guidance
5.4 Financial Aid Administration
5.5 Student Auxiliary Services
5.6 Intercollegiate Athletics
5.7 Student Health/Medical Services

6.1 Executive Management
6.2 Financial Management and Operations
6.3 General Administration and Logistical Service
6.4 Administrative Computing Support
6.5 Faculty and Staff Auxiliary Services
6.6 Public Relations/Development
6.7 Student Recruitment and Admissions
6.8 Student Records

7.1 Physical Plant Administration
7.2 Building Maintenance
7.3 Custodial Services
7.4 Utilities
7.5 Landscape and Ground Maintenance
7.6 Major Repairs and Renovation

8.1 Scholarships
8.2 Fellowships

9.1 Independent Operations/Institutional
9.2 Independent Operations/External Agencies

Reprinted from *Program Classification Structure—Second Edition*, by Douglas J. Collier, 1978.

Programs
↓
Subprograms
↓
Program Categories
↓
Program Subcategories
↓
Program Sectors
↓
Program Elements

In the second edition, however, only three levels of disaggregation are provided:

Programs
↓
Subprograms
↓
Types of Activity

In this revised scheme, the subprogram is the lowest level of disaggregation that shows how the activities are related to objectives. The "type-of-activity" category, while serving as a further disaggregation of information, represents a somewhat different dimension of information within the *PCS* and is not necessarily unique to a particular subprogram. One type of activity, in fact, may be carried out within more than one subprogram. "Retail services and concessions," for example, may be conducted both for the faculty and staff (thereby contributing to the objectives of the Institutional Administration program) and for the students (thereby contributing to the Student Services program).

WHAT IS THE ROLE OF THE *PCS* IN PLANNING AND MANAGEMENT?

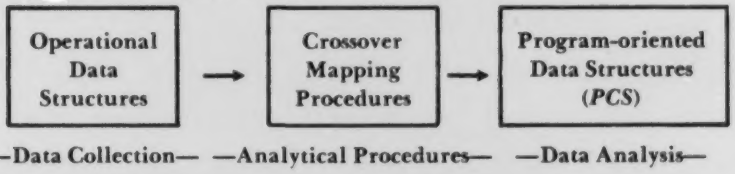
The *Program Classification Structure* has been designed to allow its users to relate information about resources and activities to the achievement of institutional objectives. This is accomplished by classifying information within a set of *PCS* categories that have been designed to reflect the kinds of programs that postsecondary institutions carry out to accomplish their objectives.

The role of the *PCS* in planning and management thus is similar to the role of programmatic information in postsecondary education. The *PCS* is intended to serve as:

- a framework for the analysis of different types of data
- a starting point for programmatic planning and management
- a common language and framework for describing activities in postsecondary education.

Framework for Data Analysis: Most data formats are data specific in that they are designed to serve the unique characteristics of one particular type of information (for example, personnel data, financial data); therefore they have limited utility for analyses that require the integration of several different kinds of data. The *PCS* helps to overcome this limitation. In a cost analysis, for example, information about people, finances, facilities, time, and so forth, must be integrated, but these data cannot be linked unless there is a single data framework that accommodates all of them. By focusing on programs, the *PCS* provides the analyst with a format for conducting such an analysis.

The role the *PCS* plays in analysis is as follows:



This diagram points out that by definition analytical data and operational data are different. Operational data are collected on an ongoing basis for the institution's operations (such as the accounting system or a student-data system) and are usually classified in categories that relate directly to organizational units within the institution. Analytical data (of which program-oriented data represent one kind) usually are obtained after certain analytical procedures (such as crossover or mapping procedures) are performed on the operational data. For example, a faculty-activity analysis can be used to further explain the objectives served by the resources used in various academic departments, thereby resulting in analytically derived program data. While the *PCS* often is used to display operational data, it should be viewed primarily as a format for the display of program data that are obtained through the use of analytical procedures.

Starting Point for Program Planning: The programmatic focus built into the *PCS* also has made it an important starting point (or prototypical model) for program planning, program budgeting, and other types of objective-oriented planning and management in postsecondary education. Use of the *PCS* encourages one to look at institutional objectives and to consider how one goes about combining resources to attain those objectives—something that is especially important in a postsecondary education

enterprise characterized by limited resources. Information formatted around the kinds of programs the institution is carrying out might encourage the user to look at several aspects of those programs – its organization, its performance, its growth or decline, and its future prospects. Furthermore, since programs often cut across organizational lines, for example, the process of classifying an institution's operational records in the *PCS* format usually requires some sort of program analysis. This process, generally referred to as the "crossover process," often results in as much valuable information as does the subsequent analysis of the data.

Common Language and Framework: Closely related to the programmatic nature of the *PCS* is the fact that it provides a common language and a comprehensive and compatible framework for postsecondary education. Since the *PCS* focuses on programs (which are, in turn, related to objectives), it can be used as a framework for data from multiple institutions regardless of differences in their organizational structures. The detailed definitions associated with each category also make it a useful tool for ensuring the more compatible collection of information. Therefore the *PCS* is often used in the collection of data from multiple institutions as well as in comparisons of data across institutional boundaries.

WHY WAS THE *PCS* REVISED?

It is safe to say that the first edition of the *PCS* and the structure it described reflected the realities of planning and management in 1972. While the original *PCS* was a good approximation of a programmatic framework, it was not a conceptually consistent program structure since its developers were forced to make certain compromises in the interests of feasibility, acceptability, and the state-of-the-art in higher-education planning and management at that time. However, that state-of-the-art has improved and both the level of acceptability and the understanding of program-oriented planning and management have changed significantly since 1972. Therefore, it is important that the *PCS* reflect those changes. A prime example of how the *PCS* has been changed to reflect a more consistent program structure can be seen in the revised Instruction subprograms. The original subprograms used a variety of different classification criteria, ranging from differences in the "subject matter" to differences in "when the courses are offered" and differences in the "organizational unit" responsible for the courses. In the second edition, only two criteria (degree/nondegree and broad subject areas) are used in defining subprograms within Instruction.

A second, equally important rationale for revising the *PCS* is that the higher-education enterprise also has changed markedly in the past five years. Planners and managers today deal with educational programs in the broad context of postsecondary education, one that goes well beyond the more limited idea of "collegiate" higher education. Therefore, the second edition of the *PCS* has been designed to accommodate these broader needs

by including more detailed categories for nondegree instructional offerings, by outlining a set of categories for different kinds of instructional delivery mechanisms, and by recognizing such activities as the sales operations of proprietary schools.

A third change in the *PCS* was made because the multileveled structure in the first edition was found to be too detailed for the actual collection and use of data. Therefore, the structure recommended in the second edition includes only two levels of disaggregation (program and subprogram) with "types-of-activity" categories provided if additional detail is needed.

Finally, while the concept of "primary intent" has always served as a useful guide in the classification of activities and resources in the *PCS*, many users felt that the precision afforded them by using "actual intent" should also be available as a classification rule. Therefore, the second edition allows either primary intent or actual intent to serve as the classification guideline.

As was the case in the development of the first edition of the *PCS*, an extensive effort involving persons throughout postsecondary education was carried out to determine what revisions were needed and how they could best be implemented. In many ways, the effort to revise the *PCS* has formally involved even more organizations than took part in the development of the original *PCS*. The Association of American Medical Colleges, for example, worked with the NCHEMS staff for more than a year to develop definitions and categories for medical-care activities. The Coalition of Adult Education Organizations (a coalition representing 15 different adult/continuing education associations) appointed a task force that spent almost a year expanding the classification scheme within the Instruction program to serve adult/continuing education needs. Input from such organizations as the American Association of College Registrars and Admissions Officers, the Association for Educational Communications and Technology, and the National Collegiate Athletic Association was solicited and used extensively in developing the revised *PCS* categories and definitions. A discussion of the changes that have been incorporated into the second edition of the *PCS* is included as appendix E.

While the revised *PCS* is essentially the same framework as the one set forth in the original, it is hoped that the revised structure, the additional categories, and the more detailed definitions will better serve today's educational planners and managers. It is recognized that postsecondary education will continue to evolve as will the state-of-the-art in educational planning and management. This edition of the *Program Classification Structure* reflects an attempt to incorporate the changed nature of the postsecondary-education entity, the existing state-of-the-art in educational planning and management, and the attitudes and needs of the practitioners, in 1978 and for the foreseeable future.

Instruction Program
(1.0)

DEFINITION

The Instruction program includes those activities carried out for the express purpose of eliciting some measure of educational change in a learner or group of learners. "Educational change" is defined to include (1) the acquisition or improved understanding of some portion of a body of knowledge, (2) the adoption of new or different attitudes, and (3) the acquisition or increased mastery of a skill or set of skills. The activities that may be carried out to elicit these educational changes include both teaching activities and facilitating activities. (*Note:* Facilitating activities are more commonly associated with the design and guidance of a learning experience rather than with teaching something to a learner.) Facilitating is considered an integral part of the design and conduct of an instructional program, but academic advising generally is carried out as a support function for an instructional program. Therefore academic-advising activities are classified within the Academic Support program. The Instruction program includes both credit and noncredit instructional offerings.

DISCUSSION

The first edition of the *PCS* defined the Instruction program to include only "those program elements whose outputs are primarily eligible for credit in meeting specified formal curricular requirements, leading toward

a particular postsecondary degree or certificate granted by the institution." There are significant differences between this definition and the definition of the revised Instruction program above. In addition, the revised Instruction program differs with respect to the classification of subprograms within it.

Definitional Differences: The most obvious definitional difference is that the original definition of the Instruction program included only those instructional offerings that were given for credit toward a postsecondary degree or certificate. The revised definition includes both credit and noncredit instructional offerings. A more subtle difference in the revised definition is the focus on the instructional offerings themselves rather than on the students enrolled in those offerings.

The expanded environment of postsecondary (versus higher) education has brought with it greater attention to noncredit instructional offerings — not only those of the traditional educational institutions but also those of community groups, businesses, libraries, and labor unions. It is no longer appropriate to define instruction as only those credit-bearing courses offered to matriculated students on a college campus. Rather the Instruction program is defined so that "instruction is instruction is instruction," regardless of the specific constituency being served or the credit or noncredit status of the various offerings.

Second, the mechanisms used to deliver instruction to the learner have been expanded since the first *PCS* document was developed. Educational planners today would not assume that instruction includes only those activities offered by a teacher to students in a classroom or lecture hall). Appendix D outlines a set of categories which can be used to classify a broad range of instructional "delivery mechanisms."

Finally, in the original *PCS*, the Instruction program was defined to consist of "all formal educational activities in which a student engages to earn credit toward a degree or certificate at the institution." This suggested that instructional offerings were to be distributed among *PCS* credit and noncredit categories according to the proportion of students who were taking the offering for credit or not for credit. In the revised *PCS*, the classification of instructional offerings is completed *independently* of the students enrolled. Therefore, if an offering *can* be applied toward a degree or certificate it should be classified in the appropriate degree-related *PCS* category regardless of the degree aspirations of the students enrolled in it. The same principle should be followed in classifying offerings in the nondegree-related categories.

The Classification Structure: The new definition of the Instruction program was not the sole reason for restructuring the subprograms within Instruction. A restructuring of the subprograms probably would have been needed regardless of the change of definition. The original Instruction subprograms used a variety of different classification criteria, including differences in subject matter (the distinction between General Academic Instruction and Occupational and Vocational Instruction), differences in when the courses were offered (Special Session Instruction), and differences in the organizational unit responsible for the courses (Extension

Instruction). Therefore a single, consistent criterion was needed as the basis for differentiating subprograms within Instruction.

The primary criterion used in developing Instruction subprograms in the second edition was the distinction between those instructional offerings that are part of one of the institution's formal degree or certificate programs and those that are not.* It was agreed that offerings that are part of a degree/certificate program typically have different objectives, and may even be taught differently, from those that are not part of such a formal program. A third category of instructional offerings (in addition to degree-related and nondegree-related) can be thought of as those offerings that are required as preparation for participation in a PSE degree or certificate program. Therefore, to accommodate these offerings, the subprogram "Requisite Preparatory/Remedial Instruction" has been provided.

Within the broad category of degree-related offerings, two subprograms are defined:

- General Academic Instruction
- Vocational/Technical Instruction

These two subprograms are designed to allow the user to separate those degree programs that prepare the learner for immediate entry into a *specific* occupation or career from those programs that prepare learners for further study in the academic arena or, in a more generalized sense, for a variety of occupations. These objective-oriented distinctions are considered to be important because of the linkages that exist between education and career entry and the importance of those linkages to postsecondary-education planning. In order to make the distinctions more useful in the classification of course offerings, the two subprograms are further defined in terms of the Higher Education General Information Survey (HEGIS) discipline categories.

Within the general category of nondegree offerings, five subprograms** have been specified:

*It should be noted that the distinction in the second edition is between offerings that are part of "degree programs" and those that are not, rather than using "for credit" or "not for credit" as the criterion. Due to the wide divergence among institutions regarding what they consider to constitute "for credit," it was determined that PCS programs should be differentiated on the basis of their relationship to degree or certificate programs. However, credit/noncredit status can be used to describe further instructional offerings within any of the subprograms of Instruction. A more detailed discussion of the distinction between "degree-related" offerings and "for credit" offerings is in appendix B.

**These subprogram categories were developed as a joint effort of NCHEMS and an advisory group representing the Coalition of Adult Education Organizations [CAEO]. A detailed description of that effort and its results is documented in "A Framework and Language for Postsecondary Education," A Report of the NCHEMS CAEO Effort to Extend the NCHEMS Communication Base, Douglas J. Collier and Clara Roberts, June 1976.

- General Studies
- Occupation-related Instruction
- Social Roles/Interaction Instruction
- Home and Family Life Instruction
- Personal Interest and Leisure Instruction

These five subprograms reflect one of the more widely used ways of looking at most nondegree programs in this country. Therefore, they are consistent, for the most part, with the way in which information about nondegree programs has traditionally been collected, maintained, and used.

Dimensions for Describing Instructional Activities: From an implementation standpoint, one of the more significant changes in the revised Instruction program is that it now provides the user with a series of independent dimensions for describing instructional offerings. These descriptive dimensions give the user an opportunity to describe and to distinguish among the wide variety of instructional offerings now provided in postsecondary institutions. The descriptive dimensions include the following:

Objective—The subprogram-level categories within the Instruction program allow the user to describe the objective of the institution in providing the various instructional offering(s). The objectives of instructional offerings are considered to be degree-related, nondegree-related, and preparatory/remedial. Within these broad objective categories, further breakdowns are provided for academic, vocational, and so forth.

Subject Area Classification—The HEGIS taxonomy,* which is now being revised, allows users to describe the subject area associated with the instructional offering. The current taxonomy of subject classifications and a discussion of the revised taxonomy are included as appendix A.

Level—Another dimension often used to describe instructional offerings is either the level of the instructional offering/program being provided or the level of the students enrolled. In those instances in which the *PCS* is used to classify the activities and resources associated with the conduct of an instructional offering, the focus is on the course level. A discussion of the uses of both course level and student level, categories of level, and definitions for each category is provided in appendix C.

Credit/Noncredit Status—A fourth descriptive dimension is used to show whether the instructional offering is being provided for credit toward a postsecondary degree or certificate. As mentioned earlier, whether an offering is provided for credit or not for credit and whether it is part of a formal degree program are separate issues. (For example,

*Robert A. Huff and Marjorie O. Chandler, *A Taxonomy of Instructional Programs in Higher Education* (Washington D.C.: National Center for Education Statistics, Office of Education, 1970).

course offerings are often provided "for credit" as part of a reimbursement formula even though the credit is not applicable toward a degree from the institution.) Therefore, a credit/noncredit status can be used to further describe offerings in *any* of the subprograms within Instruction. A further discussion of the credit and noncredit distinction is provided in appendix B.

Delivery Mechanism—In revising the Instruction program to accommodate the needs of postsecondary education, it was necessary to recognize that instruction is "delivered" to learners through many mechanisms other than classroom/laboratory instruction. The "type-of-activity" categories within the Instruction program thus refer to categories of delivery mechanisms. Although a variety of delivery mechanisms (for example, correspondence courses, apprenticeships) in education is nothing new, the planning and management function usually has not focused on this dimension. For those institutions that want to include it as part of the description of instructional offerings, categories and definitions of delivery mechanisms are outlined in appendix D.

1.1 General Academic Instruction (Degree-related)

Definition: This subprogram includes those instructional offerings intended both to prepare learners, in a generalized sense, to function in a number of different occupations and to prepare them for further academic study. Instructional offerings of this general academic nature should be classified in this subprogram only if they are offered as part of one of the institution's formal degree or certificate programs. Therefore, the subprogram does not include offerings that are part of programs leading toward degrees or certificates offered by some entity other than the institution, such as adult basic-education programs (see subprogram 1.4). Only academic offerings described by the HEGIS discipline categories 0100 through 4900 (e.g., history, math, biology) should be classified in this subprogram. Those offerings associated with vocational/technical programs, as described by the HEGIS discipline categories 5000 through 5500, should be classified in subprogram 1.2. Descriptors related to subject area, credit/noncredit status, course level, and delivery mechanism can be used to delineate further the instructional offerings in this subprogram.

Examples: Liberal-arts programs at a college or university
Academic associate-degree programs at a community college

1.2 Vocational/Technical Instruction (Degree-related)

Definition: This subprogram includes those instructional offerings intended to prepare learners for immediate entry into a specific occupation or career. Instructional offerings should be classified in this subprogram only if they are offered as part of one of the institution's formal degree or certificate programs. If the instructional offering is occupationally related, but is not part of a formal degree or certificate program, it should be classified in subprogram 1.5, Occupation-related Instruction (Nondegree). Only offerings in disciplines usually associated with HEGIS discipline categories 5000 through 5500 should be classified in the 1.2 subprogram. Descriptors related to subject area, course level, credit/noncredit status, and delivery mechanism can be used to delineate further the instructional offerings within this subprogram.

Examples: Degree/certificate programs of vocational and technical schools

Occupationally related certificate programs of proprietary schools

1.3 Requisite Preparatory/Remedial Instruction

Definition: This category includes those instructional offerings carried out to provide the learner with the skills or knowledge required by the institution to undertake course work leading to a postsecondary degree or certificate. These offerings, supplemental to the normal academic program, typically are designated as preparatory, remedial, developmental, or special-education services. They may be taken prior to or along with the course work leading to the degree or certificate. They are generally noncredit offerings, although in some cases credit may be given and the credit requirements for the degree or certificate increased accordingly. Only those offerings that are provided specifically for the purposes of teaching required preparatory or remedial skills or knowledge should be included in this category. If students may satisfy the preparatory requirements by taking offerings provided primarily for other than remedial or preparatory purposes, those offerings should be classified appropriately elsewhere.

Examples: Preparatory/remedial summer program offered for students accepted under a conditional admission agreement

Foreign-language offering provided specifically to satisfy doctoral-level requirement

1.4 General Studies (Nondegree)

Definition: This subprogram includes those instructional offerings that are not part of one of the institution's formal postsecondary degree or certificate programs and that are intended to provide the learner with knowledge, skills, and attitudes typically associated with an academic discipline (such as literature, mathematics, philosophy). In classifying offerings in this subprogram, the users should determine whether they lend themselves to classification in one of the traditional academic disciplines typically grouped together as the liberal arts. If they can be classified in such a discipline category and if they are not part of a formal degree or certificate program, they should be included in this subprogram. This subprogram should be used for the classification of adult basic-education programs. Adult basic education is nondegree because it does not lead to a postsecondary education degree or certificate (that is, it leads to a secondary-school certificate) and its instructional offerings are most appropriately associated with the academic disciplines. Descriptors related to subject area, course level, credit/noncredit status, and delivery mechanism can be used to delineate further the instructional offerings within this subprogram.

Examples: Nondegree offerings in:

Great books, painting and sculpture, fine arts, foreign languages for travel, and general education development programs

Adult basic-education program

1.5 Occupation-related Instruction (Nondegree)

Definition: This subprogram includes those instructional offerings that are not carried out as part of a formal certificate or degree program but that are offered to provide the learner with knowledge, skills, and background related to a specific occupation or career. The instructional offerings classified in this category focus on the role of the individual as a worker rather than upon his or her role as a member of society, part of the family, or as a user of leisure time. Descriptors related to subject area, course level, credit/noncredit status, and delivery mechanism can be used to delineate further the instructional offerings within this subprogram.

Examples: Nondegree-related continuing-education offerings for physicians, nurses, teachers

Nondegree-related career/vocational courses

Corporate programs designed to teach the sales force about new products

1.6 Social Roles/Interaction Instruction (Nondegree)

Definition: This subprogram includes those instructional offerings that are not carried out as part of a certificate or degree program but that are offered to provide the learner with knowledge, skills, and background needed to function as a member of society or to interact with the variety of social institutions. It also includes those offerings that deal with the person as a member of a particular social organization or institution. Such social institutions include, but are not limited to, the church, the community, and organizations associated with the various levels of government. Descriptors related to subject area, level, credit/noncredit status, and delivery mechanism can be used to delineate further the instructional offerings within this category.

Examples: Civil-defense orientation program

Nondegree offerings in:

Citizenship, current events/community problems, consumerism, community action, environmental issues

Church-sponsored program dealing with its religious teachings

Languages program for persons seeking U.S. citizenship

1.7 Home and Family Life Instruction (Nondegree)

Definition: This category includes those instructional offerings that are not offered as part of a certificate or degree program but that are carried out to provide the learner with knowledge, skills, and capabilities related to the establishment, maintenance, and improvement of a home; to the carrying out of those functions typically associated with the conduct of a household; or to the person's responsibilities as a member of the family unit. This category includes those offerings that focus on the person's role as a member of a family or household rather than upon his or her role as a worker, member of a social organization, or user of leisure time. Descriptors related to subject area, level, credit/noncredit status, and delivery mechanism can be used to delineate further the instructional offerings within this subprogram.

Examples: Child care and development
Gardening
Do-it-yourself building and repair skills
Household budgeting
Homemaking
Sewing and cooking (if not offered as a recreational pursuit such as gourmet cooking)

1.8 Personal Interest and Leisure Instruction (Nondegree)

Definition: This category includes those instructional activities that are not offered as part of a certificate or degree program but that are carried out to support an individual's recreational or avocational pursuits or to improve his or her day-to-day living skills. The activities included in this category focus on the individual as user of leisure time rather than upon the individual as a member of a social institution or upon occupational and career-related needs. However, if the offering can be classified within a traditional academic discipline, even if it is a leisure-time pursuit (for example, art appreciation, great books), it should be classified in subprogram 1.4, General Studies. Descriptors related to subject area, level, credit/noncredit status, and delivery mechanism can be used to delineate further the instructional offering within this category.

Examples:	Training of pets	Personality development
	Yoga	Recreational folk dancing
	Speed reading	Leadership development

Research Program
(2.0)

DEFINITION

The Research program includes those activities intended to produce one or more research outcomes including the creation of knowledge, the organization of knowledge, and the application of knowledge. It includes both those activities carried out with institutional funds and those carried out under the terms of agreement with agencies external to the institution. Research activities may be conducted by any number of organizational entities including research divisions, bureaus, institutes, and experimental stations. Instructional activities, such as workshops, short courses, and training grants, should not be classified within the Research program but should be classified as part of Instruction unless they satisfy the specific criteria outlined for inclusion within the Public Service program.

DISCUSSION

In the first edition of the *PCS*, the program used to classify research-related activities was called "Organized Research." It was felt that the word "organized" was to restrictive and tended to eliminate many activities that, while not rigidly organized, are carried out primarily to produce research outcomes. Thus, the modifier was dropped. The implications of this decision go beyond the simple name change. It is intended, for example, that when individual or departmental research is conducted with the primary objective being "to produce research outcomes that include

the creation of knowledge, the reorganization of knowledge, and the application of knowledge," those departmental research activities will be classified in the Research program.* The criterion used in deciding how to classify departmental research activities in the *PCS* thus is the purpose of those activities rather than the source of funding for them.

The other significant change that has been made in the Research program is the exclusion of those research activities that have been formally designated as "federally funded research centers." It is felt that these federally funded research centers are independent operations rather than part of the institution's research program and therefore that they should be classified in subprogram 9.2, Independent Operations/External Agencies. (A list of the centers is given in that subprogram.) This procedure for classifying these particular research centers is consistent with the procedures used at the federal level.

*The classification of departmental research activities is one example of how the *PCS* is used as an analytical structure. While it is very difficult (if not impossible) to identify departmental research activities on an operational basis, it is possible to identify them through the use of some sort of analytical tool, such as a faculty-assignment analysis. Therefore, the procedure described above assumes that analysis will be needed if departmental research activities are to be classified within the Research program.

2.1 Institutes and Research Centers

Definition: This subprogram includes those research activities conducted within the framework of a formal research organization. Although it uses organizational criteria as the rationale for classifying program elements, subprogram 2.1 includes only those activities carried out for the purpose of creating knowledge or reorganizing or applying existing knowledge. Therefore, while an agricultural experiment station is used as an example in this subprogram, only the research activities carried out within the station would be classified here. The criteria described in the Public Service program (3.0) should be used in differentiating research from public service activities in the agricultural experiment station or other "dual objective" centers. Most institutes and research centers will not have a dual objective and therefore can be classified in a single subprogram. Excluded from this category are the 21 federally funded research centers (for example, Argonne National Laboratories) which should be classified in subprogram 9.2, Independent Operations/External Agencies.

Examples: Agricultural Experiment Station
Center for Behavioral Science
Center for Opinion Research
Center for Study of the Aging
Center for Study of Democratic Institutions
Divisional Research Centers
Institute for Behavioral Science
Social Science Research Center

2.2 Individual or Project Research

Definition: This subprogram includes those research activities that normally are managed within the academic departments. Such research activities usually have a stated goal or purpose, have projected outcomes, and generally are created for specific time periods as a result of a contract, grant, or specific allocation of institutional resources. Departmental research activities should be included in this subprogram when they are conducted for the express purpose of producing research outcomes.* If departmental research is carried out as an instructional activity, however, it should be classified in the appropriate subprogram in 1.0, Instruction. If such research is conducted primarily as a personnel development activity, it should be classified in subprogram 4.8, Academic Personnel Development. This subprogram excludes those research activities carried out in the framework of a formal research organization, which should be classified either in 2.1, Institutes and Research Centers, or in 9.2, in the case of federally funded research centers. Additional detail within this subprogram may be provided using the HEGIS subject-matter taxonomy to classify those academic departments in which individual or project research activities are being carried out. In addition, unique codes describing individual projects may be used.

*See the discussion of departmental research under 2.0 above.

Public Service Program
(3.0)

DEFINITION

The Public Service program includes those program elements established to make available to the public the various unique resources and capabilities of the institution for the specific purpose of responding to a community need or solving a community problem. This program includes the provision of institutional facilities, as well as those services of the faculty and staff that are made available outside the context of the institution's regular instruction and research programs. Answers to the following questions can be used as guidelines in determining whether to classify activities in the Public Service program:

1. Who identified the need for the activities?
2. Who initiated the activities?
3. Who funded the activities and who controls the nature and content of those activities?
4. Are the activities restricted to the benefit of a particular target group or are they available to anyone served by the institution?
5. Would the activities be carried out by the institution as part of its normal instruction or research program if funding were not provided specifically for them?

If a particular set of activities was initiated and funded by an external group or agency apart from the institution's normal instruction or research programs, those activities generally should be included in the Public Service program. The rationale for this classification is that the institution is making available its particular unique resources, services, and expertise in order to either serve a community need or solve a community problem.

The following examples of Public Service program elements can be used as guidelines:

1. Consulting activities (which are to be distinguished from instructional activities) should be classified in the Public Service program. Consulting activities are not instructional activities because consulting involves the application of knowledge or skills to a specific concern or problem generally identified and/or defined by the client. In consulting, the primary objective is the solution of the problem, with education being either a secondary motive or a tool for accomplishing the primary objective. Instruction may use a problem-solving approach, but its primary objective is the transmission of knowledge rather than the solution of problems.

2. Instructional activities should be classified in the Public Service program only if they can be shown to meet the criterion of "making available institutional resources and expertise outside the context of the instruction program" rather than simply "extending" the instruction program to a broader student clientele. Once again, answers to the questions posed in the definition of Public Service program should be used in determining how to classify those instructional activities that are on the border between instruction and public service. For example, short courses and seminars carried out as the result of a request by an external agency, and restricted to a specific audience other than the institution's student body, should be classified in the Public Service program. However, *most* instructional activities (including most institutionally initiated conferences and seminars) are extensions of the institution's instructional program rather than activities carried on outside of that program; thus they should be classified in Instruction.

3. Activities should be classified in the Public Service program only if they are carried out for the *specific purpose* of making available institutional resources, services, and expertise. Therefore, if a particular activity serves this purpose only *incidentally*, it should be classified elsewhere. (Social and cultural events, for example, may be staged as part of the Student Service program; if they are open to the general public, they may incidentally benefit the community as well.)

DISCUSSION

In the first edition of the *PCS*, the Public Service program included those activities that were intended to benefit groups external to the institution. External groups were defined as those persons who were not degree-seeking, matriculated, on-campus students. Furthermore, the first edition of the *PCS* defined "Instruction" as those instructional activities carried out for persons *internal* to the institution—the instructional activities carried out for persons *external* to the institution were classified as Public Service. This internal/external distinction has been eliminated in the revised edition of the *PCS* and the criterion now being used to define Public

Service is the objective of the institution in carrying out the activities: are they intended specifically to make the institution's resources, services, and expertise available to meet a community need?

This objective-oriented criterion is somewhat different from the earlier internal/external distinction. In the first place, the concept of post-secondary education has expanded the constituencies of most institutions so that *external* constituencies are almost impossible to identify; institutions now serve adults as well as youth, full-time and part-time students, and students who seek degrees as well as those who do not. The only activities that can still be considered *external* from a postsecondary education standpoint are those initiated by and carried out for the specific benefit of someone who is not a participant (in the broadest sense) in the institution's instruction or research programs. These activities are still considered part of the Public Service program because they involve making the institution's services, resources, and expertise available to persons or groups in a context outside the normal instruction, research, and support programs.

In keeping with this revised concept of public service, the only activities that are classified in the Public Service program are (1) those patient-care activities and health-care support activities conducted as part of a teaching hospital or health-sciences center, (2) faculty and staff consulting services, (3) the provision of services or facilities/equipment to the community or to groups external to the institution, (4) those social and cultural events conducted outside the context of the Student Service program, and (5) those public broadcasting services that are neither part of the instructional program nor carried out in conjunction with a student broadcasting club. In recognition of the continuing need to differentiate between public-service extension activities and those public-service activities that are institutionally sponsored, the distinction between these two different organizational arrangements has been retained in the second edition of the *PCS*. Finally, instructional activities may be classified within the Public Service program *only* if they represent activities conducted outside the context of the institution's instructional program rather than simply an extension of that program so as to serve a broader student clientele.

3.1 Direct Patient Care

Definition: This subprogram includes those activities carried out for the specific purpose of providing direct patient care (prevention, diagnosis, treatment, education, rehabilitation, and so forth). The provision of such care may be for the benefit of either humans or animals (veterinary care). In the postsecondary-education setting, these services are typically rendered under the auspices of a teaching hospital or health-sciences center and are provided for the benefit of a clientele in the community-at-large rather than for the institution's own student body or faculty and staff. Patient-care activities carried out solely for the benefit of the institution's students should be classified in subprogram 5.7, Student Health/Medical Services; patient-care activities carried out solely for faculty and staff should be classified in 6.5, Faculty and Staff Auxiliary Services.

This subprogram includes only those activities directly related to the provision of patient care. In classifying the activities of a teaching hospital, one might look upon the hospital as a separate campus, thereby allowing for the use of all programs within the *PCS*. Thus, activities that are carried out within the *setting* of a teaching hospital but that cannot legitimately be considered part of direct patient care (such as instruction, research, and administration) should be appropriately classified elsewhere. Instructional activities should be classified in the appropriate subprograms in the Instruction program, 1.0; research activities in the Research program, 2.0; administrative activities in the Institutional Administration program, 6.0; and physical-plant activities in the Physical Plant Operations program, 7.0. Those health-care support services that are carried out in direct support of the provision of patient care, but that are not themselves a part of patient care, should be classified in subprogram 3.2, Health Care Support Services.

Within the Direct Patient Care subprogram, two ways of further classifying activities can be used, each independent of the other. One is to focus on the setting in which the patient-care functions are carried out (for example, inpatient, ambulatory, outreach, emergency). A second way is to look at the type of care being provided, such as medical/surgical, rehabilitative, dental, or veterinary care. In fact, within each of these types of patient care a further disaggregation can be made by medical specialty (for example, pediatrics, obstetrics, dermatology).

The following categories can be used for a more detailed classification of activities by setting:

- **Inpatient**—Those activities designed to provide direct patient care within the confines of the care setting to persons who are residing at least overnight on the premises. Typically, inpatient clients are considered those persons who are assigned a bed at the care facility.
- **Ambulatory**—Those activities designed to provide direct patient care within the confines of the care setting to persons who are resident

neither overnight nor beyond the time required to provide the care. Excluded from this category is emergency patient care that is delivered in an ambulatory setting.

- **Outreach**—Those activities in which the patient-care provider goes to the patient to deliver the care (such as a home-care program). Excluded from this third category is emergency patient care in which the care provider goes to the patient.
- **Emergency**—Those activities designed to provide direct patient care to persons requiring immediate attention due to the acute nature of their health-care problem.
- **Mixed Function**—Those activities that are a combination of several of those described above so that the individual activities cannot be separated and classified in the appropriate categories. If the individual component parts can be separately identified, however, they should be classified in the appropriate categories.

The following categories can be used for a more detailed classification by type of care:

- **Medical/Surgical Care**—Those activities related to preventing, caring for, and assisting in the cure of disease and the care of the injured as well as surgical functions.
- **Behavioral**—Those activities related to the treatment of psychological and behavioral problems as well as to the promotion of psychological well-being.
- **Rehabilitative Care**—Those activities related to the restoration of bodily functions and structures in order to regain patient self-sufficiency.
- **Public/Community Medicine**—Those activities related to the health and illness of populations.
- **Patient Education**—Those activities carried out to provide patients with the knowledge and attitudes needed to cope effectively with their own health problems.
- **Dental Care**—Those activities related to care and treatment of human teeth and structures.
- **Veterinary Care**—Those activities pertaining to the care and treatment of animals and their diseases.
- **Supportive Care**—Those activities related to conducting prescribed treatment plans and to supporting the implementation of those plans (for example, patient hygiene, observation of patient status).
- **Other Patient Care**

3.2 Health Care Supportive Services

Definition: This subprogram includes those activities that are unique to a teaching hospital, health-sciences center, or clinic and that directly support the provision of health care but that cannot themselves legitimately be considered part of the provision of direct patient care. The following categories should be used for a more detailed classification of activities within this subprogram:

- **Medical Support Services**—Those activities that are medical in nature and that indirectly support patient care but are not actually part of the provision of direct patient care.

  Examples: Blood bank
  Dietary and nutritional services (unless part of the patient's treatment)
  EEG
  EKG
  Optical services
  Pharmacy
  Physiological instrumentation and monitoring
  X-ray services

- **General Hospital/Clinic Support**—Those administrative and support activities that are unique to the operation of a hospital or medical clinic. Excluded from this category are those administrative activities that can be classified appropriately within the various subprograms of the Institutional Administration program (6.0).

  Examples: Admitting and credit
  Forensic medicine
  Medical records
  Patient charging and accounts
  Inpatient reception desk

- **Retail Services and Concessions**—Those activities provided as a comfort or convenience to the visitors and clientele of the hospital or clinic. These activities are often operated as income-generating or self-supporting enterprises.

  Examples: Gift shop
  Social services
  Television-rental services

3.3 Community Services

Definition: This subprogram consists of resources, services, and expertise made available to persons and groups outside the context of the institution's regular Instruction, Research, and support programs that are not included in subprograms 3.1, 3.2, 3.4, and 3.5. Community Services (3.3) activities differ from Cooperative Extension Services (3.4) in that they are generally sponsored and controlled by the institution; extension services usually involve a sharing of programmatic and fiscal control with an outside agency.

- **Provision of Faculty/Staff Services**—Those activities designed to make faculty/staff/student knowledge and skills available to the community or to groups external to the institution. The activities that should be classified in this category involve the use of the skills and expertise of the institution's own staff for purposes that are not part of the regular Instruction, Research, or support programs. This category includes institutionally sponsored consulting services and those instructional activities that represent the provision of faculty/staff resources outside the context of the Instruction program.

  Examples: Consulting with businesses, public school system, local governmental agencies
  Provision of coaches for community summer camp
  Faculty/staff participation on community-action committees
  Summer camps for high school students (e.g., cheerleader camps, music camps)
  Services related to the use of special equipment and facilities
  Public-service-related instructional activities

- **Provision of Facilities/Equipment**—Includes providing the institution's physical facilities and/or equipment for community activities.

  Examples: Community meetings and events held in institutional facilities
  Community use of institution's gymnasium and recreation facilities for a summer camp

- **Provision of Cultural and Recreational Services**—Those cultural and recreational programs arranged and sponsored outside the context of the Student Service program. (Cultural and recreational activities that are conducted primarily for students as part of the Student Service program should be classified in subprogram 5.2, Social and Cultural Development.)

  Examples: Lecture and fine-arts series
  Concerts and recitals (visiting artists)

3.4 Cooperative Extension Services

Definition: This subprogram includes those activities that make resources, services, and expertise available outside the Instruction, Research, and support programs and that are conducted as cooperative efforts with outside agencies. (*Note:* This category includes only those extension services that are considered to be public service; it should not be used to classify the entire extension division of the institution.) Excluded from this subprogram are those instructional and research activities offered through an extension division. A distinguishing feature of the activities included in this subprogram is that programmatic and fiscal control are usually shared with one or more external agencies or governmental units.

The categories shown below are related to those of the U.S. Department of Agriculture's Extension Management Information System (EMIS) and may be used to describe the agencies with which the institution cooperates in this subprogram. If a more detailed type-of-activity classification is desired, the user may want to refer to the classification structure outlined for the Community Services (3.3) subprogram.

- **Agriculture and Related Industries**—Activities outside the instructional and research programs established to make resources, services, and expertise available to the agricultural industry.

  Examples: Consulting and advisory services
  Provision of institutional facilities/equipment
  Soil testing

- **Rural Social and Economic Development**—Activities outside the instructional and research programs established to make resources, services, and expertise available for social and economic development in rural areas.

  Examples: Consulting and advisory services
  Provision of institutional facilities/equipment
  Provision of services

- **International Extension**—Those activities outside the instructional and research programs established to make resources, services, and expertise available as they relate to international activities.

  Examples: Consulting and advisory services
  Provision of institutional facilities/equipment
  Provision of services

- **Urban Extension Service**—Those activities outside the instructional and research programs established to make resources, services, and expertise available within the urban areas.

3.5 Public Broadcasting Services

Definition: This subprogram includes the operation and maintenance of broadcasting services that are operated outside the context of the institution's Instruction, Research, and support programs. Excluded from this category are broadcasting services that are conducted primarily in support of instruction (such programs should be classified in subprogram 4.5, Ancillary Support), broadcasting services that are primarily operated as a student-broadcasting club (such programs should be classified in subprogram 5.2, Social and Cultural Development), and broadcasting activities that are independent operations (such programs should be classified in subprogram 9.1, Independent Operations/Institutional).

The following categories should be used for a more detailed classification of activities within this subprogram.

- **Broadcast Programming**—Those activities related to planning, scheduling, and development of programs to be broadcast.
- **Broadcast Production**—Those activities related to the actual on-the-air broadcast of programs. This subcategory includes the activities of announcers, broadcast personnel, and sound engineers, as well as the related facilities and equipment needed to conduct a broadcast.
- **News Acquisition and Preparation**—Those activities related to the acquisition, preparation, and reporting of news (for example, wire service, news rewriting, interviewing, and reporting).
- **Broadcast Sales**—Those activities related to the solicitation of sponsors for commercial messages, political announcements, and so forth.
- **Information Dissemination/Promotion**—Those activities related to obtaining public support for the broadcasting station and its programs (that is, increasing the audience of radio listeners or television viewers), as well as those activities carried out to provide general information about the broadcasting station and its operations to the public.

Academic Support Program
(4.0)

DEFINITION

The Academic Support program includes those activities carried out in direct support of one or more of the three primary programs (Instruction, Research, Public Service). The activities that should be classified in this program include (1) activities related to the preservation, maintenance, and display of both the stock of knowledge and educational materials (for example, library services and museums); (2) activities that directly contribute to the way in which instruction is delivered or research is conducted (such as educational media services, academic computing support, ancillary support); (3) activities directly related to the administration of academic programs; and (4) activities related to the professional development of academic personnel.

The activities that should be classified in the Academic Support program differ from those classified in the other support programs in that they are carried out in *direct* support of one or more of the three primary programs. While some activities of the Student Service program (such as social and cultural events) may contribute indirectly to the institution's instructional objectives, they are generally considered to be a supplement to the Instruction program rather than a direct contributor to its objectives. The Institutional Support program, on the other hand, is primarily concerned with the institution as an operating entity and tends to focus on the institution as a whole rather than upon individual programs.

DISCUSSION

Only a few changes from the first edition of the *PCS* have been made in the Academic Support program. The subprogram Educational Media Services (4.3) reflects a title change from the original *PCS* in which it was called Audiovisual Services. This change was made to reflect the new technologies emerging in this area as well as the expanded role of these kinds of activities in the delivery of instruction. A more significant change involved the separation of the subprogram Academic Administration and Personnel Development (4.6) in the first edition of the *PCS* into two distinct subprograms (Academic Administration, 4.6, and Academic Personnel Development, 4.8). This change was made in recognition of significant differences in the objectives being sought through academic administration and academic personnel development activities. It was agreed that sabbatical leaves and faculty-development programs (both of which are part of Academic Personnel Development) constitute major resource commitments at many institutions and should not be mingled with other activities. Furthermore, the second edition of the *PCS* stipulates that when departmental research activities (or some portion of those activities) are considered to contribute to academic personnel development they should be classified as such. The new Academic Personnel Development subprogram provides an easily identifiable category for such departmental research activities.

4.1 Library Services

Definition: This subprogram includes those activities that directly support the collection, cataloging, storage, and distribution of published materials in support of one or more of the institution's primary programs. To be included in this subprogram, library services should be separately funded. (Thus, the purchase of books by a department from its general funds would not be classified in this category even though a departmental "library" is produced.) The HEGIS categories can be used in classifying activities when the library serves a single, specific, academic program or department. The type-of-activity classification for activities in this subprogram is described below.

- **Materials Acquisition**—Those activities concerned with the determination of acquisition policy, screening and evaluation of available materials, and acquiring materials for the libraries. Also included in this subcategory would be the periodic re-evaluation of materials.

  Examples: Setting acquisition policy
  Selecting materials for acquisition process

- **Materials Preparation**—Those activities related to the preparation and maintenance of materials for general use and distribution.

  Examples: Searching, Cataloging, Recording, Shelving, Binding, Repair

- **Materials Identification/Access Services**—Those activities related to the provision of services and aids for the identification and location of documents or materials.

  Examples: Information desk
  Indexes
  Visual aids (posters, signs, and so forth)
  Reference services

- **Materials Distribution**—Those activities related to the control and distribution of library materials.

  Examples: Circulation service
  Reserve services
  Loan and rental services

- **Interinstitutional Exchange and Loan Services**—Those activities related to borrowing or lending materials to other libraries.

  Examples: Messenger services
  Interlibrary-loan office

- **Information Dissemination/Promotion**—Those activities related to providing general information about the library and its activities and to promoting library use.

  Examples: Publications
  Advertisements and exhibits
  Personal communication

4.2 Museums and Galleries

Definition: This subprogram includes those activities related to the collection, preservation, and exhibition of historical materials, art objects, scientific displays, and so forth, that support one or more of the institution's primary programs. Activities classified in this category should be separately funded. Thus, the purchase of objects by a department from its general funds would not be classified in this category even though a departmental "museum" is produced. This subprogram is not restricted to the collection, preservation, and exhibition of inanimate objects. It is appropriate, for example, to include in this subprogram the activities associated with an arboretum. Research activities associated with the museum should be classified under 2.2, Individual or Project Research. The HEGIS categories can be used in further classifying activities when the museum or gallery is serving a single academic program or department. The type-of-activity classification for activities in this subprogram is described below.

- **Materials Acquisition**—Activities involving the selection and acquisition of new exhibits or specimens.

  Examples: Selection
  Purchasing
  Expeditions

- **Materials Preparation**—Activities related to the preparation and maintenance of materials for general use or exhibition.

  Examples: Cataloging
  Repairing
  Cleaning specimens
  Identifying specimens
  Describing and photographing specimens

- **Materials Identification/Access Services**—Activities related to providing services and aids for the identification and location of museum materials.

  Examples: Museum exhibits
  Teaching collection
  Tours
  Guidebooks
  Reference services

- **Museum Specimen Identification Services**—Activities carried out as a service to the institution's students, faculty, and staff, as well as the activities concerned with the identification of specimens not belonging to the museum.

- **Interinstitutional Exchange and Loan Service**—Activities related to the borrowing of specimens from or the lending of specimens to other institutions.

- **Information Dissemination/Promotion**—Activities related to providing general information and to promoting museum use.

  Examples: Traveling exhibits
  Public lectures
  Off-campus exhibits
  Advertisements
  Publications

4.3 Educational Media Services

Definition: This subprogram includes those audio, visual, and other technological services that have been established to provide direct support for the institution's instruction, research, and public service programs. Support services related to the use of "dial-access" centers, learning resource centers, computer-aided instruction, and closed-circuit-television facilities would be included here. However, instructional activities that use computer aids, closed-circuit-television facilities, and so forth (rather than contributing to the provision of those services), are classified appropriately in the Instruction (1.0) program. This subprogram includes only those activities intended to provide or make available media services. The HEGIS categories can be used in classifying activities when they are serving a single, specific, academic program or department. The type-of-activity classification for activities in this subprogram is described below.

- **Materials Acquisition**—Those activities related to the acquisition of materials or devices.

  Examples: Selecting
  Purchasing
  Processing

- **Production Services**—Those activities involving the creation and/or manufacture of educational resources (often to predetermined specifications set by the faculty).

  Examples: Graphic-materials production
  Audio production
  Motion-picture production
  Television production
  Computer-assisted-instruction production

- **Materials Distribution**—Those activities related to the distribution of educational media resources for institutional use.

  Examples: Storage
  Scheduling
  Delivery
  Maintenance
  Inventory

- **Educational Media Research**—Those activities related to the generation and testing of the knowledge, theory, and research methodology used in delivering instruction through various materials, devices, or techniques.

  Examples: Research on materials
  Research on devices
  Research on techniques

- **Information Dissemination/Promotion**—Those activities related to providing general information about the available media services and to promoting the use of those services.

4.4 Academic Computing Support

Definition: This subprogram includes those computer services that have been established to provide direct support for one or more of the institution's primary programs. Administrative data-processing services and computing support should be included in subprogram 6.4, Administrative Computing Support. The HEGIS categories can be used when the academic computing support is serving a single, specific, academic program or department. The type-of-activity classification for activities in this subprogram is described below.

- **Computer Operations/Production**—Those activities related to the operation of the computing system.

  Examples: Data entry
  Production control
  Computer operations
  Data librarian

- **Computer Systems Support**—Those activities related to software design, including support of the operating system and other related software.

  Examples: Development of the operating system
  Development of language compilers (FORTRAN, COBOL, and so forth)
  Development of generalized software packages (SPSS, BMD, and so forth)
  Development of special systems for general usage

4.5 Ancillary Support

Definition: This subprogram includes those activities that directly contribute to the way in which instruction is delivered or research is conducted but that cannot be appropriately classified as educational media services or academic computing support. Ancillary support activities often provide a mechanism through which practical experience can be gained by the student. Generally, they are unique to a particular academic program or department and are so numerous and varied that individual *PCS* categories were not developed for each one. HEGIS categories can be used in classifying these activities with respect to the related academic department.

Examples: Demonstration school
Glassblowing shop
Laboratory school
Nuclear reactor
Planetarium
Vivarium
Radio station
Television station
University press
Electronics-design facility
Animal-laboratory facilities

- **User Services**—Those activities related to specific-user projects. This category differs from the previous one in that it includes those activities directed toward specific users and user needs rather than toward the system in general and general systems support.

Examples: Programming
Special systems
Advising

- **Information Dissemination/Promotion**—Those activities related to maintaining and distributing general information about the institution's computer services to users, as well as those activities designed to promote the use of the institution's computer services.

Examples: Tape/program
Library
Newsletter

4.6 Academic Administration

Definition: This subprogram consists of those activities that provide administrative and management support specifically for the institution's academic programs. It includes the activities of the college deans, the administrative activities of departmental chairpersons, and the activities of their associated support staff. The activities of administrative officers whose responsibilities are institution-wide and include some duties outside the academic realm (such as Vice-Presidents and Vice-Chancellors) should be included in 6.1, Executive Management. When academic administration activities serve a single academic program or department, the HEGIS categories can be used for further description. The following categories may be used for a more detailed type-of-activity classification of activities within this subprogram.

- **Academic Administration/Governance**—Those activities related to the management and governance of the institution's academic programs (excluding program advising) that are carried out either by members of the faculty or by the administrative staff. These activities include committee work and such departmental administrative functions as interviewing prospective faculty members, assisting in the development of departmental policies, tenure review, and so forth. In addition, this category includes activities carried out to obtain funding for research grants and contracts (i.e., grant and contract solicitation). The academic senate is considered to be a part of the institutional governance function and therefore is classified within subprogram 6.1, Executive Management.

- **Academic Program Advising**—Those activities that involve providing assistance and advice to students about the courses they should take, describing course requirements for particular programs, scheduling necessary courses, describing program standards, and so forth. Academic program advising differs from facilitating activities, which should be classified within the Instruction program. Facilitating activities are an integral part of instruction because they are involved in the actual design of the student's instructional program. Academic advising, on the other hand, generally is more informational in nature and is designed to describe or clarify existing programs rather than to modify those programs to meet a particular student's needs. Student personal and career counseling should be classified in subprogram 5.3, Counseling and Career Guidance.

4.7 Course and Curriculum Development

Definition: This subprogram includes only those formal planning and development activities established either to improve or to add to the institution's curriculum. Those activities that individual faculty members carry out to update and improve their current course offerings (independent of any formalized set of activities having a course and curriculum development objective) should be considered part of the instructional program and classified appropriately in that program. The HEGIS categories can be used if additional detail is desired. The type-of-activity classification for activities in this subprogram is described below.

- **Course and Curriculum Planning**—Those activities related to planning for or conceptualizing new academic programs and curriculum offerings.
- **Course and Curriculum Research**—Those activities related to research or inquiries into new methods, theories, or concepts in course and curriculum development.
- **Development/Modification of Curriculum**—Those activities related to actually developing, testing, and modifying academic programs or curriculum offerings prior to their introduction and use.
- **Curriculum Evaluation**—Those activities related to the evaluation of the effectiveness and worthiness of academic programs or curriculum offerings after they have been introduced and used for a period of time. These evaluation activities can be related to either new or existing academic programs.

4.8 Academic Personnel Development

Definition: This subprogram includes those activities that provide the faculty with opportunities for personal and professional growth and development, as well as those activities intended to evaluate and reward the professional performance of the faculty. It should include departmental research activities (or some appropriate portion of those activities) when they are carried out for the express purpose of the professional and personal development of academic personnel. If additional detail is desired, HEGIS categories can be used for differentiation by academic department. Recommended type-of-activity classifications are outlined below.

- **Staff Development**—Those activities relating to the growth and enhancement of the faculty member's professional abilities.

  Examples: Departmental research (if considered as primarily a faculty development activity)
  Professional meetings
  Publishing
  Recitals
  In-service faculty-education programs
  Sabbaticals
  Faculty-development programs

- **Faculty-Recognition Programs**—Those activities carried out to provide recognition to faculty members for their achievements.

  Examples: Monetary awards
  Faculty awards
  Awards banquets

Student Service Program
(5.0)

DEFINITION

The Student Service program includes those activities carried out with the objective of contributing to the emotional and physical well-being of the students, as well as to their intellectual, cultural, and social development outside the context of the institution's formal Instruction program. The Student Service program attempts to achieve this objective by (1) expanding the dimensions of the student's educational and social development by providing cultural, social, and athletic experiences; (2) providing those services and conveniences needed by students as members of an on-campus, resident student body; (3) assisting students in dealing with personal problems and relationships, as well as their transition from student to member of the labor force; and (4) administering a program of financial support for students.

DISCUSSION

There are several significant differences between the Student Service program in the second edition of the *PCS* and that in the original. In the revised *PCS*, a new subprogram (Student Service Administration, 5.1) has been added to accommodate those administrative activities that are related to student services and that cut across multiple subprograms (for example, Dean of Students). The first edition of the *PCS* did not provide a place for such activities.

A second change involves providing a separate subprogram (5.6) for Intercollegiate Athletics. In the first edition, Intercollegiate Athletics was shown as a category within the subprogram, Social and Cultural Development. It has now been determined that an institution's intercollegiate athletics program generally has quite different objectives from those of its intramural athletics program (which remains within the Social and Cultural Development subprogram). Therefore, it is appropriate that intercollegiate athletics should be classified separately.

Supplementary Educational Services (5.2 in the original *PCS*) is classified now within Instruction—a change which reflects the revised definition of Instruction to include all instructional activities.

Finally, Student Health/Medical Services has been elevated to the subprogram level (5.7). This will allow one to use the type-of-activity categories developed for the Direct Patient Care subprogram (3.1) for a more detailed classification of resources/programs in the Student Health area.

5.1 Student Service Administration

Definition: This subprogram includes those administrative activities that provide assistance and support (excluding academic support) to the needs and interests of students. This subprogram includes only those administrative activities that support more than one subprogram within the Student Service program and/or provide central administrative services related to the various student-service activities. Excluded from this subprogram are the chief administrative officer for student affairs (for example, the Vice-President or Vice-Chancellor), whose activities are institution-wide and should be classified within 6.1, Executive Management. Also excluded from this subprogram are those functions related to the administration of a single subprogram, which should be classified within that subprogram (for example, the activities of the Director of Counseling should be classified under 5.3, Counseling and Career Guidance).

Examples: Administrative activities typically associated with:

- Dean of Men
- Director of Student Personnel Services
- Dean of Students
- Dean of Women
- Director of Student Services

Administrative activities related to the needs of special students such as:

- Coordinator of the deaf program
- Disadvantaged-student services
- Foreign-student services
- Minority affairs
- Physically handicapped-student services
- Veteran services
- Women's programs
- International services

5.2 Social and Cultural Development

Definition: This subprogram includes those activities established to provide for the social and cultural development of the student outside of the formal academic program. It includes those activities primarily supported and controlled by the student body, those cultural activities provided outside the student's educational experience, and general recreation activities for the student body. Excluded from this category are intercollegiate athletics, which should be classified in 5.6. Also excluded are those Equal Opportunity Program activities that provide financial assistance to minority groups; these should be classified within 5.4, Financial Aid Administration.

The following categories should be used for a more detailed study of activity classification within this subprogram:

- **Student Interest Groups**—Those activities intended to promote and provide support for formally recognized student groups and organizations.

  Examples: Institutional administrative support for such organizations as:
  - Fraternities and sororities
  - Student associations
  - Student clubs
  - Student-religious organizations
  - Student-political groups
  - Student cooperatives
  - Student magazines
  - Student newspapers
  - Student yearbook
  - Student publications

- **General Student Recreation**—Those activities carried out to provide the general student body with opportunities to participate in sports and recreational activities. This category does not include intercollegiate athletic programs in which participation is more restricted and in which competition is between institutions rather than within the institution.

  Examples: Intramural athletics
  - Recreation programs
  - Game tournaments (chess, bridge, and so forth)

- **Cultural Events**—Those activities intended to provide intellectual and cultural experiences for the students outside of and supplementary to those they receive as part of the formal instructional process.

  Examples: Visiting artist/concert series
  - Lecture series
  - Music activities
  - Art exhibitions
  - Concerts
  - Films

• **Student Governance**—Those activities intended to provide students with the opportunity to plan and direct student programs and to become involved with the management and operation of the institution.

Examples: Student government
Student-faculty assembly
National student lobby

5.3 Counseling and Career Guidance

Definition: This subprogram includes those formal placement, career guidance, and personal counseling services provided for the benefit of students. Activities to be included are ones related to personal and disciplinary counseling, and vocational testing and counseling, as well as those carried out to assist students in obtaining employment upon leaving the institution. Specifically excluded from this subprogram are faculty academic advising and counseling (which should be classified in 4.6, Academic Administration) and student-employment services provided as part of the financial-aid program (which should be classified in 5.4, Financial Aid Administration).

The following categories should be used for a more detailed classification of activities within this subprogram:

- **Student Career Guidance and Placement Services**—Those activities intended to assist students in understanding and evaluating their career alternatives, as well as in obtaining full-time employment upon leaving the institution. This category does not include activities intended to assist students in obtaining part-time employment as a means for defraying part of the cost of their education. Such employment-related counseling activities should be classified in subprogram 5.4, Financial Aid Administration.

  Examples: Career counseling and guidance
  Career days
  Career-placement services
  Placement seminars
  Teacher placement
  Vocational counseling
  Vocational-testing service

- **Student Personal Counseling**—Those activities intended to assist students in dealing with their personal problems, including interpersonal relationships, marriage, and other aspects of behavior. This category also includes counseling related to student conduct. It does not include psychiatric or psychological counseling services that are carried out as part of the student health program; such activities should be classified in subprogram 5.7, Student Health/Medical Services.

  Examples: Student-counseling service
  Student-counseling center
  Student-counseling groups
  Counseling workshops

5.4 Financial Aid Administration

Definition: This subprogram includes those administrative activities carried out in support of the institution's financial aid program. Excluded from this subprogram are the actual financial-aid grants and stipends, which should be classified in 8.1, Scholarships, and 8.2, Fellowships.

The following categories should be used for a more detailed classification of activities within this subprogram:

- **Financial-Aid Counseling and Evaluation**—This category includes financial-aid counseling with students and parents to provide information about educational costs, eligibility for aid programs, and the types of financial aid available. It also includes those activities related to the review and evaluation of an applicant's eligibility for financial aid, the determination of the award, and the notification of applicants.
- **Records Maintenance and Reporting**—Includes those activities related to maintaining, updating, and storing financial-aid records. This category also includes those activities related to reporting on the conduct and impact of the institution's financial aid program to institutional planners, governmental agencies, and private donors.
- **Student Employment Services**—Those activities that are part of the institution's financial-aid program and that are intended to assist students, their spouses, and dependents in finding full- or part-time work through employment opportunities both on and off campus. This category includes the activities associated with work/study programs but does not include those activities related to job placement for the institution's graduates.

5.5 Student Auxiliary Services

Definition: This subprogram includes those conveniences and services needed to maintain an on-campus, resident student body. A fee often is charged for these services which is related to but not necessarily equal to the cost of the service rendered. This subprogram should not be viewed, however, as including all of the auxiliary enterprise operations of the institution. The various categories within this subprogram relate to the types of activities or services carried out as part of a student auxiliary service program. A particular organization, such as a student union or student center, generally will represent a combination of several of these auxiliary services and will need to be classified appropriately in the various service categories. When several groups (students, staff, faculty, and so forth) benefit from the same auxiliary service (such as a central cafeteria or food service), a determination should be made of the primary group for which the service is intended and the service classified accordingly.

The following categories should be used for a more detailed classification of activities within this subprogram:

- **Housing Services**—Those activities related to providing residential facilities for students. This category includes activities associated with securing off-campus housing as well as on-campus housing. Food services conducted within residential facilities should be classified in the Food Services category.
- **Food Services**—Those activities related to the provision of food and eating facilities for students. This category includes the services provided by dining halls, cafeterias, snack bars, and restaurants (including such services when they are carried out in residence halls).
- **Retail Services and Concessions**—Those activities related to the sale of products or services to students. This category includes the services provided by bookstores, school-supply stores, art-supply stores, movie houses, and vending machines for snacks.
- **Specialized Services**—Those functions that have the objective of providing special student services that cannot be classified appropriately in one of the other categories. This category includes such activities as child-care services.

5.6 Intercollegiate Athletics

Definition: This subprogram includes those team and individual sports activities that involve competition between two or more educational institutions. Activities that relate to intramural athletics should be classified within 5.2, Social and Cultural Development. Also excluded from this subprogram are the scholarships and financial-aid administration activities provided in conjunction with intercollegiate athletics and the operation and maintenance of athletic facilities, all of which should be classified elsewhere within the *PCS*.

Within this subprogram there are two ways of further classifying activities, each independent of the other. One is to focus on the sport (for example, baseball, basketball, football); the other is to classify activities by function (for example, coaching, recruitment, athlete/team support).

The following categories can be used for a more detailed classification of activities by sport within this subprogram:

- Baseball
- Basketball
- Boxing
- Diving
- Fencing
- Football
- Golf
- Gymnastics
- Ice Hockey
- Ice Skating
- Lacrosse
- Rowing
- Rugby
- Skiing
- Soccer
- Swimming
- Tennis
- Track and Field
- Wrestling

The following categories can be used for a more detailed classification of activities by function within this subprogram:

- **Coaching**—Those activities related to the coaching and instruction of individual players and teams. These activities are intended to promote the development of skills and techniques needed to achieve proficiency in sports competition.
- **Athlete/Team Support**—Those activities related to the physical health, condition, and day-to-day care and support of individual athletes and teams. This category does not include support activities that are carried out in conjunction with specific athletic events.

  Examples: Trainers' activities
  Training table (dining facilities)
  Residential facilities

- **Recruitment**—Those activities related to the recruitment and enrollment of student athletes.

  Examples: Travel for purposes of identifying potential student athletes (scouting)
  Cooperative efforts with the admissions office

• **Conduct of Events**—Those activities carried out in conjunction with the conduct of athletic events.

Examples: Athlete/team travel
Lodging at off-campus events
Cheerleading activities
Concessions
Ticket and program printing

• **Information Dissemination/Promotion**—Those activities related to providing general information about the intercollegiate athletic program and promoting it.

Examples: Advertising
Complimentary tickets
Sports-information series
Publicity programs

5.7 Student Health/Medical Services

Definition: This subprogram includes those activities carried out for the specific purpose of providing health and medical services for the student body. The activities included here generally are associated with a student infirmary rather than a teaching hospital. If health and medical services are provided for the institution's faculty or staff, they should also be included in this subprogram. Activities related to providing medical services for individuals external to the institution should be classified in subprogram 3.1, Direct Patient Care.

As described in subprogram 3.1, there are two independent ways of further classifying activities within this subprogram. One considers the setting in which the patient-care services are carried out (such as inpatient, ambulatory, outreach, emergency), while the second focuses on the type of care being provided (for example, medical/surgical care, rehabilitative care, behavioral).

The following categories should be used for a more detailed classification of activities by setting:

- **Inpatient**—Those activities designed to provide direct patient care within the confines of the care setting to persons who are residing at least overnight on the premises. Typically, inpatient clients are considered those persons who are assigned a bed at the care facility.
- **Ambulatory**—Those activities designed to provide direct patient care within the confines of the care setting to persons who are resident neither overnight nor beyond the time required to provide the care. Excluded from this category is emergency patient care that is delivered in an ambulatory setting.
- **Outreach**—Those activities in which the patient-care provider goes to the patient to deliver the care (for example, home-care program). Excluded from this third category is emergency patient care in which the care provider goes to the patient.
- **Emergency**—Those activities designed to provide direct patient care to persons requiring immediate attention due to the acute nature of their health-care problem.
- **Mixed Function**—Those activities that are a combination of several of those described above so that the individual activities cannot be separated and classified in the appropriate categories. If the individual component parts can be separately identified, however, they should be classified in the appropriate categories.

The following categories should be used for a more detailed classification of activities by type of care:

- **Medical/Surgical Care**—Those activities related to preventing, caring for, and assisting in the cure of disease and the care of the injured as well as surgical functions.
- **Behavioral**—Those activities related to the treatment of psychological and behavioral problems as well as to the promotion of psychological well-being.

- **Rehabilitative Care**—Those activities related to the restoration of bodily functions and structures in order to regain patient self-sufficiency.
- **Public/Community Medicine**—Those activities related to the health and illness of populations.
- **Patient Education**—Those activities carried out to provide patients with the knowledge and attitudes needed to cope effectively with their own health problems.
- **Dental Care**—Those activities related to care and treatment of human teeth and structures.
- **Veterinary Care**—Those activities pertaining to the care and treatment of animals and their diseases.
- **Supportive Care**—Those activities related to conducting prescribed treatment plans and to supporting implementation of those plans (for example, patient hygiene, observation of patient status).
- **Other Patient Care**

Institutional Administration Program (6.0)

DEFINITION

The Institutional Administration program consists of those activities carried out to provide for both the day-to-day functioning and the long-range viability of the institution as an operating organization. The overall objective of the Institutional Administration program is to provide for the institution's organizational effectiveness and continuity. It does this by (1) providing for planning and executive direction, (2) providing for administrative and logistical services, (3) enhancing relationships with the institution's constituencies, (4) providing services and conveniences for the employees of the institution, and (5) recruiting and admitting students to the institution's educational program.

DISCUSSION

Several significant changes have been made in the Institutional Administration program in the second edition of the *PCS*. One is the combination of two subprograms from the original *PCS* (General Administrative Services, 6.3, and Logistical Services, 6.4) into a single subprogram called General Administration and Logistical Services, 6.3. These two subprograms were combined because it was felt that they reflected similar objectives. A second major change is the removal of administrative computing support, student records, and student admissions from the original General Administrative Services subprogram. Administrative Computing

Support (6.4), Student Recruitment and Admissions (6.7), and Student Records (6.8) are all now separate subprograms within the Institutional Administration program. The final change is the removal of Physical Plant Operations from the Institutional Administration program and the creation of a new program 7.0, Physical Plant Operations.

6.1 Executive Management

Definition: This subprogram consists of those executive-level activities concerned with the overall management of and long-range planning for the entire institution. Included within this subprogram are the activities of the various administrators involved in policy formulation and executive direction, including those of the governing board, the chief executive officer, and the senior executive officers.

Legal activities conducted on behalf of the institution also are included here. Administrative activities that do not have an institution-wide focus should be excluded from this subprogram.

- **Executive Direction**—Those activities performed by or involving either the senior executive officers or executive boards.

  Examples: The activities typically associated with:
  Board of Trustees
  Governing Board
  Chancellor
  Provost
  President/Vice-President Emeritus
  Vice-Chancellors
  Vice-Presidents/Provosts

- **Planning and Program Development**—Those activities related to the institution-wide planning and design functions carried out in support of the activities of the executive officers or governing boards.

  Examples: Analytical studies
  Institutional research
  Academic senate
  Budget planning
  Long-range planning committee
  Policy committees
  Institutional self-studies
  Accreditation studies

- **Legal Services**—Those legal activities conducted on behalf of the institution.

  Examples: Activities typically associated with:
  General counsel
  Patent attorney

6.2 Financial Management and Operations

Definition: This subprogram consists of those activities related to the day-to-day financial management and fiscal operations of the institution. Activities related to long-range financial planning and policy formulations should be included in 6.1, Executive Management.

- **Financial Management and Control**—Those activites related to the day-to-day management, control, and accounting of the finances of the institution.

  Examples: Activities typically associated with:
  Treasurer
  Comptroller
  Internal auditing
  Administration of the budget

- **Financial Operations**—Those activities involving the actual collection, processing, and disbursement of institutional funds.

  Examples: Debt collection
  Payroll operations
  Bursar
  Cashier
  Disbursement

- **Investment Management**—Those activities related to the control and administration of the institution's investment and endowments.

  Examples: Cash-flow management
  Endowment management

- **Grants and Contracts Financial Management**—Those activities related to the financial management and administration of grants and contracts. Excluded from this category are activities that involve the preparation and submission of grants and contracts, which should be classified as 4.6, Academic Administration.

  Examples: Contracts management
  Grants accounting

6.3 General Administration and Logistical Services

Definition: This subprogram consists of those activities related to the general administrative operations and services of the institution (with the exception of those activities related to financial operations, to administrative data processing, and to student records). Included in this subprogram are activities related to (1) the administration of personnel programs, (2) facilities and space management, (3) the purchase and maintenance of supplies and materials, (4) campus-wide communication and transportation services, and (5) the health and safety of the campus population. Activities relating to financial operations should be classified within subprogram 6.2, Financial Management and Operations; those involving student records should be classified within subprogram 6.8, Student Records; and those related to administrative computing services should be classified in subprogram 6.4, Administrative Computing Support.

- **Personnel Management and Support**—Those administrative activities related to the recruitment and hiring of faculty and staff, the administration of employee programs, and the development of administrative personnel. Excluded from this category are the activities of faculty members related to the recruitment, interviewing, and hiring of new faculty. These faculty activities should be classified within subprogram 4.6, Academic Administration.

  Examples: Affirmative Action Officer
  Personnel Administration
  Equal Opportunity Office
  Labor Relations Office and Negotiating Team
  Administrative-staff-development programs
  Recruiting
  Administration of staff-insurance programs
  Retirement programs
  Faculty records

- **Facilities and Space Management**—Those activities related to the management, allocation, and scheduling of rooms and other institutional facilities, as well as the maintenance of records concerning institutional facilities.

  Examples: Room scheduling
  Space allocation
  Facilities records
  Facilities reporting

- **Health and Safety Services**—Those activities carried out to provide for the environmental well-being and security of the campus and its residents.

  Examples: Police protection
  Campus security
  Fire protection
  Trash collection
  Traffic control
  General liability insurance

• **Procurement and Materials Handling**—Those activities related to the acquisition, storage, and movement of materials.

Examples: Purchasing
Receiving/shipping
Freight management
Inventory control
Warehousing

• **Transportation Services**—Those activities related to campus transportation systems and services.

Examples: Motor-pool services
Car-pool services
Operation of buses
Parking services

• **Communication Services**—Those campus communication services that are directly related to the operation of the institution. Excluded are on-campus broadcasting services.

Examples: Campus-mail services
Copying services
Duplicating services
Printing services
Telephone and telegraph services

6.4 Administrative Computing Support

Definition: This subprogram includes those computer and data processing services that have been established to provide support for institution-wide administrative functions. Academic-related data-processing services and computing support should be included in subprogram 4.4, Academic Computing Support. The type-of-activity classification for this subprogram is described below:

- **Production Operations**—Those activities related to the operation of the computing system.

  Examples: Data entry
  Production control
  Computer operations
  Data librarian

- **Systems Support**—Those activities related to software design, including support of the operating system and other related software.

  Examples: Development of the operating system
  Development of language compilers (COBOL, FORTRAN, and so forth)
  Development of generalized software packages (SPSS, BMD, and so forth)
  Development of special systems for general usage

- **Applications**—Those activities related to specific-user projects. This category differs from the previous one in that it includes those activities that are directed toward specific users and user needs rather than toward general systems support.

  Examples: Programming
  Special systems
  Advising

- **Information Dissemination/Promotion**—Those activities related to maintaining and distributing information of interest to users of the computer services.

  Examples: Tape/program library
  Newsletter

6.5 Faculty and Staff Auxiliary Services

Definition: This subprogram includes those support services that have been established primarily to serve the faculty and staff. A fee often is charged for these services which is related to but not necessarily equal to the cost of the service rendered. The various categories within this subprogram relate to the types of faculty and staff auxiliary service program. A particular organization, such as a faculty club, generally will represent a combination of several of these auxiliary services and will need to be classified appropriately in the various service categories. This subprogram should not be viewed as including all of the auxiliary enterprise operations of the institution. Auxiliary services that benefit several groups (for example, a food service benefiting students, faculty, and staff) should be classified according to the primary group for which the service is intended. If health and medical services are provided for the faculty or staff, they should be classified in subprogram 5.7, Student Health/Medical Services. Excluded from this subprogram are those activities related to the administration of personnel programs, which should be included in 6.3, General Administration and Logistical Services.

- **Housing Services**—Those activities that have the objective of providing residential facilities for faculty and staff. This category includes those activities associated with providing off-campus housing as well as on-campus housing.

6.6 Public Relations/Development

Definition: This subprogram consists of those institutional activities established to maintain relations with the local community, the institution's alumni, governmental entities, and the public in general, as well as those activities carried out to support institution-wide fund raising and development efforts. Activities that involve the use of alumni in recruiting students should be classified in subprogram 6.7, Student Recruitment and Admissions. Also excluded from this subprogram are activities carried out as a public service (see definition of the Public Service program) rather than as a public-relations activity.

- **Information Dissemination/Promotion**—Those activities designed to communicate general information about the activities, goals, and objectives of the institution to various audiences, both internal and external to the institution. Many of the communication activities in this category are carried out through the mass media.

  Examples: Internal newsletters
  Audiovisual presentations
  News releases
  Community-affairs programs
  Public-opinion surveys

- **Governmental Relations**—Those activities related to maintaining and cultivating relationships with governmental entities, as well as those activities designed to obtain governmental financial support.

  Examples: Governmental-relations activities
  Governmental lobbying efforts
  Legislative-liaison activities

- **Alumni and Constituency Relations**—Those activities related to maintaining and cultivating relationships with the alumni and other constituents who might have an interest in the institution. Constituents include donors, governing board members, prospective supporters, parents, foundations, corporations, church groups, and so forth. The activities included in this category differ from those classified as "Information Services" in that they are specifically targeted toward and intended to impact particular interest groups rather than being generally informative in nature.

  Examples: Alumni publications
  Alumni events
  Publications and events for nongovernmental constituents

- **Private Gift Solicitation**—Those activities related to the solicitation of gifts from nongovernmental sources, such as individuals, corporations, and foundations.

  Examples: Alumni-fund-raising activities
  Gift solicitation

6.7 Student Recruitment and Admissions

Definition: This subprogram consists of those activities carried out by an institution that are related to (1) the identification of prospective students, (2) the promotion of attendance at the institution, and (3) the processing of applications for admission to the institution. In addition, for the proprietary sector of postsecondary education, this subprogram includes activities related to sales operations, advertising, and marketing.

The following categories can be used for a more detailed functional classification of activities within this subprogram.

- **Recruitment**—Those activities related to the identification of potential students and to the active recruitment of students for admission to the institution. The focus of these activities is on influencing the decision of a particular student or target group either to apply for admission or to attend once admission has been granted.

  Examples: Recruiting trips
  Providing information for prospective students (for example, admissions catalog)
  Communication with high schools
  Conducting high school career nights
  Recruiting/sales commissions
  Advertising campaigns
  Marketing activities

- **Student Admissions**—Those activities carried out in interviewing and evaluating potential students, processing applications for admission, and admitting students to the institution.

  Examples: Interviewing student applicants
  Evaluation of student applicants
  Administrative admissions procedures

6.8 Student Records

Definition: This subprogram includes those activities the institution carries out to maintain, handle, and update records for currently enrolled students as well as for those who were previously enrolled. This subprogram does not include the activities related to record keeping for those seeking admission to the institution; such activities should be classified in subprogram 6.7, Student Recruitment and Admissions.

Examples: Activities typically associated with the registrar's office, such as:

Student-records maintenance
Correspondence related to student records
Maintenance of records for graduated students

Physical Plant Operations Program (7.0)

DEFINITION

The Physical Plant Operations program consists of those activities related to maintaining existing grounds and facilities, providing utility services, and planning and designing future plant expansions and modifications. The actual capital expenditures used for plant expansion and modification should not be classified in the *PCS*.

7.1 Physical Plant Administration

Definition: This subprogram consists of those administrative activities carried out in direct support of the institution's physical plant operations. Those activities related to the development of plans for plant expansion or modification as well as for new construction also should be included in this subprogram.

Examples: Activities typically associated with:
- Director of Physical Plant
- Campus architects
- Construction engineers

7.2 Building Maintenance

Definition: Those activities related to routine repair and maintenance of buildings and structures, including both normally recurring repairs and preventive maintenance.

Examples:
- Maintenance of the interior and exterior of buildings
- Maintenance of classroom furniture not inventoried to a department
- Operating and replacement costs for equipment and material used in connection with building maintenance

7.3 Custodial Services

Definition: Those activities related to custodial services in institutional buildings.

Examples: Cleaning activities
Elevator operation

7.4 Utilities

Definition: Those activities related to heating, cooling, light and power, gas, water, and any other utilities necessary for the operation of the physical plant.

Examples: Power-plant equipment
Sewage disposal
Central air conditioning

7.5 Landscape and Ground Maintenance

Definition: Those activities related to the operation and maintenance of campus landscape and grounds.

Examples: Maintenance of trees, grass, shrubs
Maintenance of roads and walks
Snow removal

7.6 Major Repairs and Renovation

Definition: Those activities related to major repairs, maintenance, and renovation projects. Major projects are defined as those costing in excess of $10,000. However, this subprogram does not include the capital expenditures used to finance such projects.

Student Financial Support Program (8.0)

DEFINITION

The Student Financial Support program includes only the financial assistance provided to students in the form of outright grants, trainee stipends, and prizes, awarded by and/or administered through the institution. Included in this program are tuition and fee waivers and remissions, as well as all gifts and prizes to students that represent outright grants and are not contingent upon the student rendering services to the institution. Intercollegiate athletic scholarships also should be classified here, even though they generally entail some "service" in the form of participation in the institution's athletic program.

This program excludes waivers or remissions of tuition and fees granted as a result of either faculty or staff status or family relationship of students to faculty or staff. Such waivers and remissions should be recorded as staff fringe benefit expenses and categorized elsewhere in the *PCS*. (For example, if the staff member is primarily involved in providing instruction, those expenses would be classified appropriately within the Instruction program.) Also excluded from this program are loans (which represent conversion of assets) and work/study assistance (which is a payment for services rendered and should therefore be classified within the particular subprogram in which the services are rendered).

The following criteria were developed by the Joint Accounting Group (JAG)* to determine which monies should be included as scholarships and fellowships:

1. The monies must represent expenditures of the Current Funds group.
2. The institution must have fiscal control of the funds used to make the grant.
3. The recipients should not be formally required to render services to the institution as consideration for the grant (with the exception of intercollegiate athletic scholarships), nor should they be expected to repay the amount of the grant to the funding source.
4. The institution must have selected the recipient of the grant. If the institution is given control of the monies but is not allowed to select the recipient of the grant (as is the case with the federal Basic Educational Opportunity Grants program), the funds should be reported in the Agency Funds group rather than in the Current Funds group.

*Joint Accounting Group [JAG]. *Report of the Joint Accounting Group*, produced jointly by representatives of the American Institute of Certified Public Accountants [AICPA], National Association of College and University Business Officers [NACUBO], and NCHEMS (Boulder, Colo.: Western Interstate Commission for Higher Education, 1974).

8.1 Scholarships

Definition: This subprogram includes all financial assistance provided to undergraduate students in the form of outright grants, trainee stipends, and prizes awarded by and/or administered through the institution.

Examples:
- Grants-in-aid (undergraduate)
- Prizes
- Trainee stipends (undergraduate)
- Tuition/fee waivers
- Intercollegiate athletic scholarships

8.2 Fellowships

Definition: This subprogram includes all institutional assistance provided to graduate-level students as outright grants-in-aid and trainee stipends. Excluded from this category are funds for which services to the institution must be rendered (for example, teaching assistants, research assistants). Student loans also are excluded.

Independent Operations Program (9.0)

DEFINITION

The Independent Operations program makes it possible to classify those program elements that are independent of or unrelated to the primary missions of the institution. The Independent Operations program includes those operations that are owned or controlled by the institution as investments, but *only* if they are financed as part of the institution's current operations. Operations that represent investments of the institution's endowment funds should not be classified in the *PCS*.

DISCUSSION

No major changes were made in the definition of this program from the first edition of the *PCS* to the revised *PCS*.

9.1 Independent Operations/Institutional

Definition: This subprogram includes those operations that are owned or controlled by the institution but that are unrelated to or independent of the institution's mission. Excluded from this subprogram are those operations managed as investments of the institution's endowment funds.

Examples:
- Airport
- Bowling alley
- Commercial rental property
- Conference center
- Hotel
- Radio station
- Restaurant
- Television station

9.2 Independent Operations/External Agencies

Definition: This subprogram includes those activities that are controlled or operated by outside agencies, but that are housed or otherwise supported in some way by the institution. Specifically included here are the 21 federally funded research centers listed below; all institutionally operated research centers should be classified within subprogram 2.1, Institutes and Research Centers.

Federally Funded Research Centers:

- Ames Laboratory
- Applied Physics Laboratory
- Argonne National Laboratory
- Brookhaven National Laboratory
- Center for Naval Analysis
- Cerro Tololo Inter-American Observatory
- E.O. Lawrence Berkeley Laboratory
- E.O. Lawrence Livermore Laboratory
- Jet Propulsion Laboratory
- Kitt Peak National Laboratory
- Lincoln Laboratory
- Los Alamos Scientific Laboratory
- National Accelerator Laboratory
- National Astronomy and Ionosphere Center
- National Center for Atmospheric Research
- National Radio Astronomy Observatory
- Oak Ridge Astronomy Observatory
- Ordnance Research Laboratory
- Plasma Research Laboratory
- Space Radiation Effects Laboratory
- Stanford Linear Accelerator Center

Appendix A
Taxonomy of Subject Areas

The first edition of the *PCS* incorporated the HEGIS Taxonomy as the structure to be used for a more detailed classification of activities and resources within the Instruction program (1.0). The HEGIS Taxonomy was developed in 1970 by the National Center for Education Statistics (NCES) and is documented in *A Taxonomy of Instructional Programs in Higher Education*.*

While the HEGIS Taxonomy was a highly useful structure in the first edition of the *PCS*, it also had significant drawbacks. The Taxonomy was originally intended to be used for the classification of student programs, but subsequently it has been used for both student programs and academic disciplines. This was possible because the Taxonomy does not include definitions as part of the structure; rather, it is primarily a list of "labels." For example, it is possible to use the label "English" (because it is not defined) to classify either an English discipline or an English student major. The flexibility afforded by the absence of definitions may be an advantage of sorts, but it also severely limits the utility of the HEGIS Taxonomy as a tool for obtaining compatible information (whether it is discipline or program information).

In addition to the lack of definitions, a second major drawback of the HEGIS Taxonomy is its limited applicability across all of postsecondary education. Since the time of its introduction, both community colleges and occupational/vocational schools have been forced to supplement the Taxonomy categories with the classification structure described in Handbook VI** of the State Educational

*Robert A. Huff and Marjorie O. Chandler, *A Taxonomy of Instructional Programs in Higher Education* (Washington, D.C.: National Center for Educational Statistics, 1970).

**U.S., Department of Health, Education, and Welfare, Office of Education, *Standard Terminology for Curriculum and Instruction in Local and State School Systems*, by John F. Putnam and W. Dale Chismore, State Educational Records and Report Series, Handbook No. 6 (Washington, D.C.: Government Printing Office, 1970).

Records and Report Series (which actually was designed to serve elementary-secondary and vocational-technical education). However, as Adult Basic Education, Adult Continuing Education, multi-disciplinary programs, and non-traditional programs have become an increasingly important part of planning within postsecondary education, both the HEGIS Taxonomy and the Handbook VI structures have been found wanting.

In recognition both of the shortcomings in the two existing structures (Handbook VI and the HEGIS Taxonomy) and of the increased need for a single classification scheme for all subject areas, the National Center for Education Statistics recently funded a project, "Classification of Educational Subject Matter." This project is attempting to devise a single classification structure that, when completed (1) will be applicable to the subject areas taught in elementary/secondary education, in postsecondary education, and in adult/continuing education programs; (2) will be sufficiently comprehensive to encompass all of postsecondary education; and (3) will include definitions as well as labels for each category in the structure. Although the project now has been completed, it is not known how and when NCES will make use of its results.

It should be pointed out that the new comprehensive structure, in its current form (as outlined in the review edition of the structure document), incorporates an eight-digit hierarchical coding scheme. An example of the array used in the new classification structure is shown below:

20. Social Sciences (Level I — major category)
20.02 Economics (Level II — subcategory)
20.02.11 Principles and Theory of Economics (Level III)
20.02.11.01 Macroeconomics (Level IV)

The HEGIS Taxonomy uses only a four-digit coding scheme, so this longer coding field may create problems for some institutions. On the other hand, the hierarchical nature of the new structure may allow many organizations to continue to use only four digits of the new eight-digit field and still have as much detail as they need.

Because the new classification structure is still in the development stages and no decision has yet been made concerning a structure for student programs (the new classification structure is applicable to subject areas only), the *Program Classification Structure: Second Edition* continues to incorporate the original HEGIS Taxonomy.

THE HEGIS TAXONOMY*

Section I:

CONVENTIONAL ACADEMIC SUBDIVISIONS OF KNOWLEDGE AND TRAINING

Title	*Code*
Accounting	0502
Administration, business	0506
Administration, educational	0827
Administration, public	2102
Administration, special education	0809
Adult education	0807
Advertising	0604
Aeronautical engineering	0902
Aerospace engineering	0902
Aerospace science	1803
African languages (non-Semitic)	1116
African studies	0305
Afro-American studies	2211
Agricultural business	0112
Agricultural economics	0111
Agricultural engineering	0903
Agricultural management	0110
Agriculture, general	0101
Agriculture technologies	0116
Agronomy	0102
American Indian cultural studies	2212
American studies	0313
Analytical chemistry	1909
Anatomy	0412
Animal science	0104
Anthropology	2202
Applied design	1009
Applied mathematics	1703
Arabic	1112
Archeology	2203
Architectural engineering	0904
Architecture	0202
Architecture, naval	0923
Art	1002
Art appreciation	1003
Art, commercial	1009
Art education	0831
Art history	1003
Asian studies, general	0301
Astronautical engineering	0902
Astronomy	1911
Astrophysics	1912
Atmospheric sciences	1913
Audiology	1220
Bacteriology	0403
Banking	0504
Biblical languages	2303
Biochemistry	0414
Bioengineering	0905
Biological and physical sciences (interdisciplinary)	4902
Biology, cellular	0417
Biology, general	0401
Biology, marine	0418
Biology, molecular	0416
Biomedical communication	1217
Biomedical engineering	0905
Biometrics	0419
Biophysics	0415
Biostatistics	0419
Black culture studies	2211
Botany, general	0402
Business administration	0506
Business, agricultural	0112
Business economics	0517
Business education	0838
Business, general	0501
Business, international	0513
Business management	0506
Business statistics	0503

*Source: Robert A. Huff and Marjorie O. Chandler. *A Taxonomy of Instruction Programs in Higher Education* (Washington, D.C.: National Center for Educational Statistics, Office of Education, 1970).

Title	*Code*
Cafeteria management	1307
Catalan	1199
Cell biology	0417
Cell physiology	0417
Ceramic engineering	0916
Ceramics	1009
Chemical engineering	0906
Chemistry, general	1905
Child development	1305
Chinese	1107
Chiropractic	1221
Cinematography	1010
City planning	0206
Civil engineering	0908
Classics	1504
Clinical psychology	2003
Clinical social work	1222
Clothing	1303
Commerce education	0838
Commerce, general	0501
Commercial art	1009
Communication media	0605
Communications, general	0601
Communications engineering	0909
Community college education	0806
Continuing education	0807
Corrections	2105
Counseling, educational	0826
Counseling, psychology for	2004
Creative writing	1507
Criminology	2209
Crop management	0102
Curriculum	0829
Cytology	0417
Community planning	0206
Community services, general	2101
Comparative literature	1503
Computer programming	0704
Computer sciences, general	0701
Construction engineering	0908
Consumer economics	1304
Dairy sciences	0105
Dance	1008
Danish	1114
Data processing	0703
Debate	1506
Demography	2215
Dental hygiene	1213
Dental specialties	1205
Dental technologies	1224
Dentistry, D.D.S. or D.M.D. degree	1204
Developmental psychology	2009
Dietetics	1306
Distributive education	0838
Dramatic arts	1007
Drawing	1002
Driver education	0836
Earth sciences, general	1917
East Asian studies	0302
Eastern European studies	0311
Ecology	0420
Economics	2204
Economics, agricultural	0111
Economics, business	0517
Education of the culturally disadvantaged	0813
Education of the deaf	0812
Education of the emotionally disturbed	0816
Education, general	0801
Education of the gifted	0811
Education of the mentally retarded	0810
Education of the multiple handicapped	0820
Education of the physically handicapped	0819
Education, religious	2304
Education of the visually handicapped	0814
Educational administration	0827
Educational evaluation	0825
Educational measurement	0825
Educational psychology	0822
Educational research	0824
Educational statistics	0824
Educational supervision	0828
Educational testing	0825
Electrical engineering	0909
Electronics engineering	0909
Elementary education, general	0802
Embryology	0427
Engineering, general	0901
Engineering mechanics	0921
Engineering and other disciplines (interdisciplinary)	4904
Engineering physics	0919
Engineering technologies	0925
English as a foreign language	1508
English, general	1501
English, literature	1502
Entomology	0421
Environmental design, general	0201
Environmental engineering	0922
European studies, general	0310
Experimental psychology (animal and human)	2002

Title	*Code*
Family life education	0837
Family relations	1305
Farm management	0110
Fashion design	1009
Field crops	0102
Finance	0504
Fine arts, general	1001
Finnish	1199
Fish management	0107
Floriculture	0109
Foods and nutrition	1306
Food science	0113
Food technology	0113
Foreign languages, general	1101
Forensic science	1506
Forestry	0114
Forestry technologies	0116
French	1102
Fruit production	0108
Game management	0107
General liberal arts and sciences (interdisciplinary)	4901
Genetics	0422
Geochemistry	1915
Geography	2206
Geological engineering	0911
Geology	1914
Geophysical engineering	0912
Geophysics	1916
German	1103
Government	2207
Greek, classical	1110
Guidance, education	0826
Health care administration	1202
Health education	0837
Health professions, general	1201
Hebrew	1111
Helping services	2104
Higher education, general	0805
Histology	0413
History	2205
History of education	0821
Home decoration	1302
Home economics, general	1301
Home equipment	1302
Home management	1304
Horticulture	0108
Hospital administration	1202
Hotel management	0508
Humanities and social sciences (interdisciplinary)	4903
Husbandry, animal	0104
Husbandry, dairy	0105
Ichthyology	0499
India studies	0303
Indian (Asiatic)	1113
Industrial arts education	0839
Industrial engineering	0913
Industrial psychology	2068
Industrial relations	0516
Information sciences	0702
Information sciences, general	0701
Information systems	0702
Inorganic chemistry	1906
Institutional management	1307
Instruction	0829
Insurance	0512
Interior decoration	1009
Interior design	0203
International business	0513
International public service	2106
International relations	2210
Investments	0505
Islamic studies	0306
Italian	1104
Japanese	1108
Jewelry	1009
Journalism	0602
Junior college education	0806
Junior high school education	0804
Kindergarten education	0823
Korean	1199
Labor relations	0516
Landscape architecture	0204
Latin	1109
Latin American studies	0308
Law enforcement	2105
Law, general	1401
Learning theory	0822
Liberal arts and sciences (interdisciplinary)	4901
Library science, general	1601
Limnology	0499
Linguistics	1505
Literature, comparative	1503
Literature, English	1502
Management, business	0506
Management, engineering	0913
Marine biology	0418
Marine engineering	0923
Marketing	0509
Materials engineering	0915
Mathematics, applied	1703
Mathematics, education	0803

Title	*Code*
Mathematics, general	1701
Mathematics, statistics	1702
Mechanical engineering	0910
Medical laboratory technologies	1223
Medical record librarianship	1215
Medical specialties	1207
Medicine, M.D. degree	1206
Metallurgical engineering	0914
Metallurgy	1920
Metalsmithing	1009
Meteorology	1913
Mexican-American cultural studies	2213
Microbiology	0411
Middle Eastern studies	0309
Military science	1801
Mineral engineering	0918
Mining engineering	0918
Molecular biology	0416
Molecular physics	1903
Music (liberal arts program)	1005
Music appreciation	1006
Music, composition	1004
Music education	0832
Music history	1006
Music, performing	1004
Music, theory	1004
Musicology	1006
Natural resources management	0115
Naval architecture	0923
Naval science	1802
Neurosciences	0425
Norwegian	1114
Nuclear engineering	0920
Nuclear physics	1904
Nursery science	0109
Nursing (baccalaureate and higher programs)	1203
Nutrition, scientific	0424
Occupational therapy	1208
Ocean engineering	0924
Oceanography	1919
Operations research	0507
Optometry	1209
Organic chemistry	1907
Ornamental horticulture	0109
Ornithology	0499
Osteopathic medicine, D.O. degree	1210
Pacific area studies	0314
Painting	1002
Paleontology	1918
Parasitology	0499
Park management	2103
Pathology, animal	0408
Pathology, human	0408
Pathology, plant	0404
Personnel management	0515
Petroleum engineering	0907
Petroleum refining	0906
Pharmaceutical chemistry	1910
Pharmacology, animal	0409
Pharmacology, human	0409
Pharmacology, plant	0405
Pharmacy	1211
Philology	1505
Philosophy	1509
Philosophy of education	0821
Phonetics	1505
Photography	1011
Physical chemistry	1908
Physical education	0835
Physical sciences, general	1901
Physical therapy	1212
Physics, general	1902
Physiological psychology	2010
Physiology, animal	0410
Physiology, human	0410
Physiology, plant	0406
Plant pathology	0404
Plant pharmacology	0405
Plant physiology	0406
Podiatry	1216
Political science	2207
Poultry science	0106
Pre-elementary education	0823
Programming, computer	0704
Psychology, clinical	2003
Psychology for counseling	2004
Psychology, developmental	2009
Psychology, education	0822
Psychology, general	2001
Psychology, industrial	2008
Psychology, physiological	2010
Psychology, social	2005
Psychometrics	2006
Public address	1506
Public administration	2102
Public health	1214
Public utilities	0510
Purchasing	0509

Title	*Code*
Radio	0603
Radiobiology	0423
Radiologic technologies	1225
Range management	0117
Reading education	0830
Real estate	0511
Recreation management	2103
Regional planning	0206
Rehabilitation services	1222
Religious education	2304
Religious music	2302
Religious studies	1510
Remedial education	0817
Restaurant management	0508
Rhetoric	1506
Russian	1106
Russian studies	0307
Safety education	0836
Sanitary engineering	0922
Sanskrit	1199
Scandinavian languages	1114
Science education	0834
Sculpture	1002
Secondary education, general	0803
Secretarial studies	0514
Securities	0505
Seismology	1916
Semantics	1505
Slavic languages (other than Russian)	1115
Slavic studies	0307
Social foundations of education	0821
Social sciences, general	2201
Social psychology	2005
Social work	2104
Sociology	2208
Soil conservation	0103
Soil management	0103
Soil science	0103
South Asian studies	0303
Southeast Asian studies	0304
Spanish	1105
Special education, general	0808
Special learning disabilities	0818
Speech	1506
Speech correction	0815
Speech pathology	1220
Statistics, mathematical and theoretical	1702
Statistics in psychology	2007
Student personnel	0826
Swedish	1114
Systems analysis	0705
Systems, information	0702
Teaching of English as a foreign language	1508
Technical education	0839
Television	0603
Textile design	1009
Textile engineering	0917
Textiles, home economics	1303
Theological professions, general	2301
Toxicology	0426
Transportation	0510
Transportation engineering	0908
Urban architecture	0205
Urban studies	2214
Vegetable production	0108
Veterinary medicine, D.V.M. degree	1218
Veterinary medicine specialties	1219
Vietnamese	1199
Vocational education	0839
Weaving	1009
West European studies	0312
Wildlife management	0107
Writing, creative	1507
Zoology, general	0407

Section II:

TECHNOLOGICAL AND OCCUPATIONAL CURRICULUMS LEADING TO ASSOCIATE DEGREES AND OTHER AWARDS BELOW THE BACCALAUREATE

Title	*Code*
Accounting technologies	5002
Advertising design technologies	5012
Advertising technologies	5004
Aeronautical technologies	5302
Agriculture technologies	5402
Air conditioning technologies	5317
Airport management technologies	5004
Animal laboratory assistant technologies	5206
Appliance repair technologies	5310
Applied arts technologies	5012
Architectural drafting technologies	5304
Automotive technologies	5306
Aviation technologies	5302
Banking technologies	5003
Bible study	5502
Biological laboratory assistant technologies	5205
Broadcasting technologies	5008
Building technologies	5317
Business management technologies	5004
Business technologies, general	5001
Carpentry technologies	5317
Chemical technologies	5305
Civil technologies	5309
Commerce technologies, general	5001
Communications technologies	5008
Computer operator technologies	5104
Computer, peripheral equipment operation technologies	5104
Computer programmer technologies	5103
Construction technologies	5317
Corrections technologies	5505
Cosmetologist	5006
Data processing equipment maintenance technologies	5105
Data processing technologies, general	5101
Dental assistant technologies	5202
Dental hygiene technologies	5203
Dental laboratory technologies	5204
Diesel technologies	5307
Distribution technologies	5004
Drafting, architectural	5304
Education technologies	5503
Electrician technologies	5317
Electro diagnostic technologies	5217
Electromechanical technologies	5311
Electronics and machine technologies	5310
Engineering graphics	5303
Engineering technologies, general	5301
Environmental health technologies	5408
Finance technologies	5003
Fine arts technologies	5012
Fire control technology	5507
Fisheries technologies	5403
Food services technologies	5404
Forestry technologies	5403
Graphic arts technologies	5012
Health services assistant technologies, general	5201
Heating technologies	5317
Home economics technologies	5405
Horticulture technologies	5402
Hospital food service technologies	5404
Hotel management technologies	5010
Industrial management technologies	5004
Industrial technologies	5312
Inhalation therapy technologies	5215
Input preparation technologies	5102
Institutional management technologies	5218
Instrumentation technologies	5314
Insurance technologies	5004
Key punch operator technologies	5102
Laboratory technologies, general	5407

Title	*Code*
Landscape technologies	5402
Law enforcement technologies	5505
Library assistant technologies	5504
Lithography technologies	5009
Machine drafting and design technologies	5303
Machine repair technologies	5310
Marina equipment technologies	5004
Marine technologies	5406
Marketing technologies	5004
Mechanical technologies	5315
Mechanical technologies, general	5301
Medical assistant technologies	5214
Medical laboratory assistant technologies	5205
Medical office assistant technologies	5214
Medical record technologies	5213
Mental health aide programs	5216
Natural science technologies, general	5401
Newspaper communication technologies	5008
Nuclear technologies	5316
Nursing, practical (L.P.N. or L.V.N.)	5209
Nursing R.N. preparation	5208
Occupational therapy technologies	5210
Oceanographic technologies	5406
Ocular care technologies	5212
Office machine repair technologies	5310
Office machine training	5005
Ophthalmic technologies	5212
Optical technologies	5212
Optometric technologies	5212
Personal service technologies	5006
Personnel management technologies	5004
Photogrammetry technologies	5309
Photography technologies	5007
Physical therapy technology	5219
Plastics technologies	5305
Plumbing technologies	5317
Police technologies	5505
Printing technologies	5009
Programmer technologies	5103
Psychiatric technologies	5216
Public administration and management technologies	5508
Public health inspection technologies	5408
Public service technologies, general	5501
Public utility technologies	5011
Purchasing technologies	5004
Radio broadcasting technologies	5008
Radio repair technologies	5310
Radiologic technologies	5207
Real estate technologies	5004
Recreation technologies	5506
Religion related occupations	5502
Rest home management technology	5218
Restaurant management technologies	5010
Sales technologies	5004
Sanitation technologies	5408
Secretarial technologies	5005
Sheet metal technologies	5317
Social work related technologies	5506
Stewardess preparation	5006
Surgical technologies	5211
Surveying technologies	5309
Teacher aide preparation	5503
Television broadcasting technologies	5008
Television repair technologies	5310
Textile technologies	5313
Tool design technologies	5303
Transportation technologies	5011
Welding technologies	5308
Wildlife technologies	5403
X-ray technologies	5207

Appendix B
Credit/Noncredit Status

Many users of the *Program Classification Structure* will want to further modify instructional offerings by describing the appropriate credit/noncredit status of those offerings. Historically, the credit/noncredit status of an offering was synonymous with the relationship of the offering to a formal degree/certificate program, but this is no longer the case. Institutions are increasingly granting credit that is not applicable toward a formal, institutionally backed degree or certificate. Thus the entire concept of credit has become blurred, and when offerings are described as being "for credit" it is no longer clear that they are also degree related.

The *PCS* makes a distinction between an offering's "credit/noncredit status" and the relationship of that offering to a formal degree program. Offerings that are part of a formal degree program are almost always "for credit," but those that are "for credit" often are not part of a formal degree program.

Distinctions regarding formal degree programs may be made by classifying offerings appropriately within the subprograms of the Instruction program. Distinctions regarding credit or noncredit status can then be made independently of the relationship of the offering to a degree program. By separating the concept of credit from the relationship of an instructional offering to a formal degree program, credit becomes essentially a measure of the "amount" of instruction provided. This "amount-of-instruction" measure can subsequently be used to measure progress toward completion of a degree program (when the degree requirements are based in part on the amount of instruction required), or it can be used by the institution to obtain financial reimbursement for the amount of instruction provided. The granting of credit, however, does not signify that quality controls are being exercised. Such controls are more likely to be indicated by the fact that the offering is part of a degree or certificate program.

In the *PCS*, two categories are used to describe credit/noncredit status.

1. For credit: Those offerings for which the institution grants credit, presumably because it is necessary to maintain a record of the amount of instruction associated with those offerings. "For credit" does not imply that the credit granted is applicable toward a postsecondary degree or certificate.

2. Not for credit: Those offerings for which no credit is awarded by the institution, presumably because no records are needed for the amount of instruction associated with these offerings. Certificates of completion, however, may be awarded for "not-for-credit" offerings.

Appendix C
Level

The term "level" typically is used in the *PCS* to represent two different concepts. When users are classifying instructional offerings from the "provider" perspective, they use the concept of "course level." Course level refers to the intended degree of complexity of the material associated with the instructional offering, the level of comprehension required of students who undertake the instructional offering, or some measure of the sequential position of the offering within a predetermined degree/diploma/certificate program. On the other hand, when users are looking at the instruction program and instructional offerings from the "clientele" perspective they employ the concept of "student level." Student level relates to the proportion of total requirements the student has obtained toward the completion of the degree/diploma/certificate program in which he or she is enrolled.

When the *PCS* is employed to classify the activities and resources associated with an instructional offering, the focus is on the provider perspective and "course level" is used as the appropriate modifier. When the *PCS* is used to look at student programs (for example, to study their relative "draw" on various disciplines or departments), the clientele perspective and "student level" are appropriate. The following categories and definitions associated with these two concepts should be used.

COURSE LEVEL

Definition: The intended level of complexity of the material associated with an instructional offering or the level of comprehension required of the students who undertake the instructional offering. This is not based on the student level of those enrolled: that is, an elementary algebra course that happens to have an unusually large proportion of seniors enrolled does not become an advanced course by virtue of the student level of the participants.

Two sets of categories are recommended for use in describing course level. One set should be used in describing offerings that are part of a formal degree/diploma/certificate program. Such programs generally consist of a series of interrelated instructional offerings all related to the attainment of a predetermined set of objectives. In the context of such a defined program, course level

usually implies both the position within the program sequence and the presumed levels of prior knowledge and experience for the students enrolled in the offerings. The second set of course-level categories should be used to describe course level when the offerings are not part of a formal degree/diploma/certificate program. In this case, course level signifies only the level of complexity of the material and the competence expected of prospective students.

The following categories are recommended for offerings that are part of a formal degree/diploma/certificate program:

- **Preparatory**—Refers typically to instructional offerings or substitutes thereof (such as examinations) that may be part of the curricular requirements of preparation for degree work.
- **Lower Division**—Refers to instructional offerings at a level of comprehension usually associated with freshman and sophomore students.
- **Upper Division**—Refers to instructional offerings at a level of comprehension usually associated with junior and senior students.
- **Combined Upper Division and Graduate or Professional**—Refers to those cases where no distinction is made between undergraduate and graduate courses.
- **Graduate I Courses**—This category represents instructional offerings at a level of comprehension usually associated with postbaccalaureate students at the master's level or first-year doctoral level.
- **Graduate II Courses**—This category represents instructional offerings at a level of comprehension usually associated with postbaccalaureate students at the second-year doctoral level.
- **Doctoral Dissertation Courses**—This category represents doctoral thesis instructional offerings.

The following categories are recommended for offerings that are not part of a formal degree/diploma/certificate program:

- **Basic**—Refers to instructional offerings that assume that the learner has no prior knowledge of or experience with the subject matter that will be dealt with in the course or offering. In some instances, this level is referred to as the "apprentice" level.
- **Intermediate**—Refers to instructional offerings that assume that the learner already possesses a basic level of knowledge, understanding, and skills associated with the subject matter that will be dealt with in the course or offering. In some instances, this level is referred to as the "journeyman" level.
- **Advanced**—Refers to instructional offerings that assume that the learner already possesses a significant level (beyond the intermediate level) of knowledge and/or his or her skills associated with the subject matter that will be dealt with in the course or offering. In some instances, this level is referred to as the "master" level.

STUDENT LEVEL

Definition: A designation that usually is based on the proportion of total requirements the student has met toward the completion of the degree/diploma/certificate program in which he or she is enrolled. This designation is often defined according to the number of years normally required to meet those requirements. As with course level, there are two sets of student-level categories. One set applies to those students who are participating in a formal program designed to provide the learner with a degree/diploma/certificate (other than a certificate of completion). The other set of categories (actually only one category) is used to designate those students who are not participating in a formal degree/diploma/certificate program and for whom the concept of "level" does not have meaning. The following categories of student level are recommended.

The categories below are recommended for degree/diploma/certificate students. These are students who have been admitted to a general or specific

course of study or program, at the completion of which a degree/diploma/certificate is awarded by the institution. A certificate does not signify simply the completion of the course of study through attendance; but rather it indicates the completion of an organized curriculum and the achievement of competence in that curriculum. Students who have not yet declared a major (that is, have not indicated the specific program they will follow), but have taken and/or are presently enrolled in courses and activities attempted and completed by degree/diploma/certificate students, should be included in this category.

- **Undergraduates**—Students enrolled in a four- or five-year bachelor's degree program, in an associate degree program, or in a vocational or technical program that is normally terminal and results in formal recognition up to the baccalaureate. This category is broken down as follows:

  1. **Lower Division**—Includes all undergraduate students enrolled in programs leading to an associate degree (including three-year associate-degree programs) or in undergraduate occupational or vocational programs of three years' duration or less and all other undergraduate students who have earned less than 50 percent of the academic credits normally required for a four-year bachelor's degree or 40 percent of the academic credits normally required for a five-year bachelor's degree (typically classified as freshmen or sophomores).

  2. **Upper Division**—Includes all undergraduates who are not in associate degree or occupational/vocational programs and who have completed more than 50 percent of a four-year, or more than 40 percent of a five-year, undergraduate program that terminates in a degree, usually measured by the number of credits earned as a proportion of the number of credits required for graduation.

- **First Professional**—Students enrolled in a professional school or program that requires at least two academic years of college work for entrance and a total of at least six years for a degree. This category includes only students in first-professional degree programs in the fields of medicine, law, and theology specified in the HEGIS Survey (Degrees and Other Formal Awards Conferred), Part A of EO Form 2300-2.1. Students in programs requiring only four or five years beyond high school are considered undergraduates.

- **Graduates**—Students who hold a bachelor's or first professional degree or equivalent, and who are working toward a master's or doctor's degree. This category is broken down as follows:

  1. **Graduate I**—Graduate students who (a) are pursuing a master's degree; (b) are pursuing a doctoral degree, but have not earned a master's degree and have earned fewer than the equivalent number of credits normally required for a master's degree; or (c) are pursuing an Educational Specialist certificate, degree, or coordinate intermediate-level degree program, whether or not they possess an earned master's degree.

  2. **Graduate II**—Graduate students who are pursuing a doctoral (except first professional) degree program, except those who are classified as Graduate I by the definition above.

  3. **Postdoctoral**—All students who hold a doctoral degree and who are enrolled for additional course work for research as part of an institutionally defined postdoctoral program.

  4. **Other**—Includes any students not otherwise defined.

- **Nondegree/diploma/certificate students**—Individuals who have been admitted to a general or specific program(s) in the institution at the completion of which a degree/diploma/certificate is not awarded by the institution. These students may be enrolled in credit and/or noncredit courses. They should not be confused with students who have undeclared, "not designated" majors, but who have been admitted to degree/diploma/certificate programs and thereby are classified as degree/diploma/certificate students. Students classified as visiting, provisional, special, and so on, normally would be included in this category, although their classification in the degree/diploma/certificate student category might also be appropriate.

Appendix D
Delivery Mechanism

The process of delivering instruction has been defined in many ways, from the most narrow view of "the activity that takes place during school and within the classroom setting," to the broadest view of "any method of acquiring new knowledge." In using a classification of delivery mechanisms in the context of the *PCS*, it is necessary to incorporate the full spectrum of instructional processes in order to describe postsecondary-education programs in the most useful manner.

Delivery mechanism, therefore, is broadly defined as "those methods employed in delivering educational programs to the learner." The various categories of delivery mechanism should be considered as those type-of-activity categories that are related to the Instruction program and subprograms.

The NCHEMS classification of delivery mechanisms set forth in this appendix is a revision of the scheme developed by Coolie Verner,* and represents the efforts of an NCHEMS advisory group representing the Coalition of Adult Education Organizations. The following categories are taken directly from the report of that NCHEMS advisory group.**

- **Distance Teaching/Independent Study**—Those methods in which the learner is isolated from the learning situation by reasons of time, distance, and the like. These typically involve a systematic program of study which is conducted primarily through the use of written materials (although mass-media devices may also be used). There is generally limited personal contact between the teacher/agent and the learners, with most interaction taking place through written communication. The instruction tends to be individualized rather than focusing on a group of learners and normally enables students to progress at their own pace. Examples: correspondence schools, home study.
- **Instructional Materials/Devices-based Instruction**—Those methods in which there is no direct personal contact on the part of the learner with any teacher/agent. The learner utilizes electronic, mechanical, printed, or multimedia materials/devices which have been specifically prepared to provide instruction; the amount of interaction of any kind that takes place is determined by the capabilities of the materials or devices utilized. The instruction tends to be individualized rather than focusing on a group of learners and normally enables students to progress at their own pace. Examples: computer-assisted instruction, programmed instruction, telelecture, autotutorials, audio-video cassettes.

*Coolie Verner, *Adult Education Theory and Method: A Conceptual Scheme for the Identification and Classification of Processes* (Chicago: Adult Education Association of the USA, 1962).

**Douglas J. Collier and Clara Roberts, *A Framework and Language for Postsecondary Education* (Boulder, Colo.: NCHEMS, 1976).

- **Directed Individual Study**—Those methods in which the student learns a set of skills or gains knowledge in a one-to-one situation from a teacher/agent. In some cases, the teacher/agent actually teaches and in other cases the learning process is facilitated by the teacher/agent through direction or supervision. This method involves direct personal contact and a high degree of interaction between the learner and the teacher. Examples: library-directed study programs, student-centered curriculum study, private instruction (languages, piano lessons), tutorial learning.
- **Directed Experiential Learning**—Those methods which provide the learner an opportunity to acquire or apply previously acquired knowledge and skills in a supervised situation that approximates or duplicates the conditions under which the knowledge/skills will be used. The instruction is typically individualized with a high degree of interaction between the student and the supervisor. Examples: apprenticeship, on-the-job training, work-experience programs, performance-based education, hospital internship (i.e., clinical training concurrent with patient care), practice teaching, practicums.
- **Classroom**—Those methods which utilize a sequence of learning experiences arranged in a systematic order of predetermined duration, generally structured around a limited segment of a particular body of knowledge. The teacher/agent is charged specifically with the general direction, organization, and control of the learning experience. Classroom instruction generally focuses on the instructional needs of a group rather than of individuals, and interaction is provided for between the student(s) and/or the teacher/agent.
- **Seminar/Workshop**—Those methods in which the responsibility for learning is shared by the group members and the teacher/agent(s) or in which the group applies prior knowledge in addressing a problem or issue. This method generally involves a group of persons who meet, under the direction of one or more teacher/agent(s), to discuss topics of mutual interest and concern. This method includes discussion groups. The duration of the activity will vary with the nature of the content and purposes of the group. Examples: topic-related seminars, forums, task-oriented workshops.
- **Laboratory**—Those methods in which knowledge is acquired and/or applied in a learning activity that is an artificial construct of reality. Laboratory instruction generally focuses on the group rather than individuals and allowance is made for interaction between the student and the teacher/agent. Examples: language laboratories, art studios/laboratories, science laboratories.
- **Assembly**—Those methods which involve a group of individuals too large to permit effective face-to-face interaction. Assemblies are generally specifically structured learning situations which involve a single independent event or a series of independent events in which there is limited participation by the learner and the major control of the learning situation is held by the teacher/agent. Examples: lectures, community gatherings.
- **Mass Media Instruction**—Those methods in which instruction is provided for a general, nontargeted audience through mass media. Major control of the learning experiences is held by the teacher/agent and interaction is neither allowed for nor intended. Examples: educational-television networks (unless part of a correspondence course), newspaper courses (unless part of a correspondence course).
- **Nondirected Experiential Learning**—Those situations in which the learner acquires knowledge or skills through independent experiences. There is no formal interaction between the learner and a teacher/agent, but interaction does take place between the learner and individuals encountered in the education experience, as well as between the learner and the actual surroundings (e.g., viewers of original art works in galleries and displays in museums). Examples: cultural-exchange programs, learning through independent experiences, do-it-yourself learning.

Appendix E
PCS:
Comparison of Second Edition
to
First Edition

HOW HAS THE CODING CHANGED IN THE SECOND EDITION OF THE *PCS*?

The coding structure used in the second edition of the *PCS* relates to two levels of disaggregation: programs and subprograms. While both the first edition of the *PCS* and the review version of the second edition suggested coding conventions for categories below the subprogram level, this final version of the second edition does not. It was found that too often the assignment of codes at lower levels of detail within the *PCS* suggested to the user that information should be collected at that level (an often infeasible, if not impossible, task). Therefore, while exemplary categories for additional detail have been provided within most subprograms, these categories are suggested for use only for analytical uses that warrant their inclusion.

Comparison of *PCS*—Second Edition to *PCS*—First Edition*

PCS—Second Edition	*PCS*—First Edition	Remarks
1.0 Instruction	1.0 Instruction	
1.1 General Academic Instruction (Degree-related)	1.1 General Academic Instruction	Revised subprogram 1.1 includes those degree-related instructional offerings within the appropriate HEGIS disciplines regardless of when they are offered, by whom they are offered, or to whom they are offered
1.2 Vocational/Technical Instruction (Degree-related)	1.2 Occupational and Vocational Instruction	Revised subprogram 1.2 has been changed in the same manner as subprogram 1.1
1.3 Requisite Preparatory/Remedial Instruction	5.2 Supplementary Educational Services	Revised subprogram 1.3 represents an expanded version of original subprogram 5.2
1.4 General Studies (Nondegree)	3.1 Community Education	Revised subprograms 1.4-1.8 reflect a further disaggregation of original subprogram 3.1
1.5 Occupation-related Instruction (Nondegree)		
1.6 Social Roles/Interaction Instruction (Nondegree)		
1.7 Home and Family Life Instruction (Nondegree)		

1.8 Personal Interest and Leisure Instruction (Nondegree)		
	1.3 Special Session	
	1.4 Extension Instruction	Original subprograms 1.3 and 1.4 should be distributed appropriately among the revised subprograms
2.0 Research	2.0 Organized Research	
2.1 Institutes and Research Centers	2.1 Institutes and Research Centers	No change
2.2 Individual or Project Research	2.2 Individual or Project Research	Revised subprogram includes departmental research when conducted to produce research outcomes
3.0 Public Service	3.0 Public Service	
3.1 Direct Patient Care		Subprograms 3.1 and 3.2 are new categories
3.2 Health Care Supportive Services		
3.3 Community Services	3.2 Community Services	No change
3.4 Cooperative Extension Services	3.3 Cooperative Extension Services	No change
3.5 Public Broadcasting Services		New subprogram in second edition

*A detailed discussion of the changes that have been made in each program is included in the text of the document as a part of the introduction to each program.

PCS—Second Edition	*PCS*—First Edition	Remarks
4.0 Academic Support	4.0 Academic Support	
4.1 Library Services	4.1 Libraries	Name change only
4.2 Museums and Galleries	4.2 Museums and Galleries	No change
4.3 Educational Media Services	4.3 Audiovisual Services	Name change reflects an expanded concept of the use of educational media
4.4 Academic Computing Support	4.4 Computing Support	Name change only
4.5 Ancillary Support	4.5 Ancillary Support	No change
4.6 Academic Administration	4.6 Academic Administration and Personnel Development	Original subprogram 4.6 has been divided into revised categories 4.6 and 4.8
4.7 Course and Curriculum Development	4.7 Course and Curriculum Development	No change
4.8 Academic Personnel Development		New subprogram reflects division of original subprogram
5.0 Student Service	5.0 Student Service	
5.1 Student Service Administration		New subprogram
5.2 Social and Cultural Development	5.1 Social and Cultural Development	New subprogram does not include intercollegiate athletics, which is now subprogram 5.6
5.3 Counseling and Career Guidance	5.3 Counseling and Career Guidance	No change
5.4 Financial Aid Administration	5.4 Financial Aid	Name change only

5.5 Student Auxiliary Services	5.5 Student Support	New subprogram excludes health/medical services
5.6 Intercollegiate Athletics		Reflects a new subprogram for activities previously classified in subprogram 5.1
5.7 Student Health/Medical Services		Reflects a new subprogram for activities previously classified in subprogram 5.5
6.0 Institutional Administration		
6.1 Executive Management	6.1 Executive Management	No change
6.2 Financial Management and Operations	6.2 Fiscal Operations	Name change only
6.3 General Administration and Logistical Services	6.3 General Administrative Services	New subprogram 6.3 reflects a combination of original subprograms 6.3 and 6.4
6.4 Administrative Computing Support		Reflects a new subprogram for activities classified previously within original subprogram 6.3
6.5 Faculty and Staff Auxiliary Services	6.6 Faculty and Staff Services	Name change only
6.6 Public Relations/Development	6.7 Community Relations	Name change only
6.7 Student Recruitment and Admissions		Subprograms 6.7 and 6.8 reflect new subprograms for activities classified previously within original subprogram 6.3
6.8 Student Records		

PCS—Second Edition	*PCS*—First Edition	Remarks
7.0 Physical Plant Operations		
7.1 Physical Plant Administration	6.5 Physical Plant Operations	All of the subprograms in this program represent new subprograms for activities previously classified within the original subprogram 6.5
7.2 Building Maintenance		
7.3 Custodial Services		
7.4 Utilities		
7.5 Landscape and Ground Maintenance		
7.6 Major Repairs and Renovation		
8.0 Student Financial Support		
8.1 Scholarships		This program represents new subprograms not included in original *PCS*
8.2 Fellowships		
9.0 Independent Operations	7.0 Independent Operations	
9.1 Independent Operations/ Institutional	7.1 Institutional Operations	Name change only
9.2 Independent Operations/ External Agencies	7.2 Outside Agencies	Name change only